

# Course in Isaac Pitman Shorthand



Isaac Pitman



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*NEW ERA EDITION*



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## PREFACE

THE first edition of this work met with the warm approbation of teachers and students, and its popularity was firmly established at once.

This New Era Edition embodies many improvements and represents another forward step in shorthand textbook planning. Each principle is simply stated and profusely illustrated. When such explanation is desirable, the cautions to be observed in the use of that principle are explained. Exercises are introduced in each lesson at every point that requires application drill. These exercises consist of word lists, groups of sentences and brief business letters, all of which, in their construction, indicate a radical departure from the usual exercise matter, for special attention has been centered on the acquisition of a varied vocabulary, the development of ease in note-taking ability, and on the proper provision for a cumulative review of the theory.

Another unique departure is to be found in the elimination from the lists of word-signs of all words that cannot strictly be included in that classification, together with those words that are of infrequent occurrence in ordinary conversation or correspondence.

Several improvements, the usefulness of which has been amply tested and fully demonstrated, have also been incorporated in the principles of the theory. They include, among the more important of these, slight modifications in the use of the Tick *H* and the Reverse Form of *Fl*; Position Writing according to the first vowel sound in the



word ; a restricted use of the *W* Semicircle, and a discontinuance of the *Y* Semicircle. One or two additional minor changes will also be noted.

To supplement these various improvements there have been added, at the end of the text, thirty-seven pages of business letters in the most approved modern style, and short articles in engraved shorthand, which will serve as the connecting link in passing gradually from the study of the theory to the acquisition of speed in shorthand writing. This feature will appeal strongly to all teachers.

The publishers herewith express their sincere appreciation of the many helpful suggestions so kindly offered by teachers and reporters everywhere. Their deep interest in and loyalty to the Isaac Pitman System of Shorthand have made this work possible.



# ISAAC PITMAN SHORTHAND

## A BRIEF HISTORICAL SKETCH

IN 1837 Isaac Pitman published his first system of shorthand under the title of "Stenographic Sound Hand." After fifteen years of teaching, lecturing and studying, the system was perfected to such a degree that in 1852 it met every requirement of the high speed writer, as well as the needs of the ordinary business man. The extraordinary popularity it attained was well deserved, for it was by far the simplest and the most practicable system of shorthand writing that had ever been invented.

Isaac's three brothers co-operated with him in the spread of his system, and Benn, in 1853, brought the invention of his brother to the United States. The Benn Pitman "Manual of Phonography" appeared in 1855, and was shortly afterwards followed by the Andrew J. Graham, James E. Munson, and several other less commonly known "systems." The deviations in these texts from the original Isaac Pitman system were so slight and so unimportant that to characterize them as "distinctive systems" is as misleading as it is unfair to the inventor of Pitmanic Shorthand.

During this period, Isaac Pitman Shorthand was undergoing a continued process of growth and development, and many improvements were incorporated in the principles. The phenomenal growth of the system throughout Great Britain spread to America and Canada, and, steadily forging to the front, it is to-day recognized as the universal system.

### Distinguishing Features

What are the distinguishing features of this system that make it so practicable for all purposes and requirements?

1. An alphabet which provides a sign for every primary sound in the English language.

2. The geometric characters used to represent the consonant sounds lend themselves very readily to Angular joinings. The superiority of such joinings for reading purpose has never been questioned. *Blends* are dispensed with, and so are the constant changes of hand direction occasioned by the writing of numerous curved signs taking opposite directions. Thus retardation of hand movement and illegibility of outline are minimized, while labyrinthian twists and turns are avoided.

3. A series of abbreviations, consisting of circles, hooks, loops, and other simple devices, is employed for the secondary representation of the more frequently recurring consonant sounds and natural combinations of consonant sounds in the language. By this means the amount of actual writing is reduced to the lowest possible minimum, and every consonant sound in the word is represented. There is no need for recourse to the doubtful expedient of lopping off parts of words, at the writer's pleasure, when long words are to be represented.

4. Strict adherence to the phonetic structure of the language is closely followed. Words are not "butchered" to fit the needs of a faulty scheme of sound representation.

5. Word-signs, in the strict sense of the term, are so few as to be negligible in number. Stress is placed on a *rational* application of the *principles* of the system for the proper representation of words in shorthand, and not upon the memorization of hundreds upon hundreds of *special* word-signs.

6. Position Writing. This is a simple and effective device that enhances the legibility of the outline and is highly prized by the fastest writers in the world as an invaluable aid.

7. Hand lifts are the exception and not the rule. Greater rapidity and ease of reading are the direct results.

In addition, several clearly defined and easily understood guiding principles of hand motion determine the formation of outlines. Similar guiding principles make the written outline easy to read. Every possible contingency is provided for; nothing is left to chance.

It is this scientific development of the Isaac Pitman System, based on the phonetic structure and demands of the English Language,



that clothes it with a value always recognized and not to be found in so-called light-line, connective-vowel systems.

### The System of Achievements

No other system of shorthand has produced so many high speed writers. Long before the Civil War, Dennis F. Murphy began reporting the Senate debates in Pitman Shorthand, and for forty years his shorthand notes were transcribed by others. The Lincoln-Douglas debates were reported by Robert R. Hitt in Pitman Shorthand, and his notes also were, for the most part, transcribed by his office assistants. Never was it necessary for Mr. Lincoln in his official edition of these debates to make any changes in the original transcription.

From that time to the present day, Pitman Shorthand has been the instrument for recording practically all public speaking in the English language. Pitman Shorthand is used by all the Congressional reporters in Washington, and all the recent world conferences were reported in Pitman Shorthand. More than 90 per cent of the Court reporters in the United States write Pitman Shorthand.

#### What one Pitman Writer, Mr. Behrin, has accomplished

*February 2, 1911.* Passed Civil Service Examination for Official Court Stenographer with 100 per cent. rating. He wrote 200 words a minute for five minutes with absolute accuracy.

1911, 1912, 1913 and 1914. Won the title, "Champion Shorthand Writer of the World" in open contest four successive times, and retired from these contests.

*December, 1919.* Wrote for two minutes at 324 words a minute, with only two minor errors, in a contest held by the New York State Shorthand Reporters' Association. This was the first time that more than three hundred words a minute had been written and transcribed publicly.

*December, 1920.* Won New York State Championship, writing 240 words a minute for five minutes, with only one error; 280 words a minute for five minutes, with only three errors.

*August, 1922.* Made a brilliant come-back in the International Contest, again winning the championship of the world. He broke all records at the championship speeds of 200, 240 and 280 words a minute (five minute tests at each speed). His average accuracy was 99.5 per cent, or 19 minor errors in 3,610 words. He eclipsed his own record of 98.3 per cent, made in 1913 at the same speeds. His performance was all the more remarkable in view of the fact that he transcribed his notes in less than half the allotted time.



## TO THE STUDENT

You know full well that what is worth having is worth working for. Set yourself resolutely to the task you have begun, and you cannot fail. You are beginning the study of a subject that becomes more and more interesting and fascinating as you proceed. When you have acquired a mastery of Isaac Pitman Shorthand, you will possess a power by means of which untold numbers of young men and young women have won rapid and deserved promotion in all fields of endeavor. Everywhere you will find the successful business and professional man who made his start with shorthand. Prepare yourself thoroughly and diligently, and with the mastery of that art you will be ready for your march ONWARD and UPWARD.

### Perseverance

Now and again you will meet with a problem which may appear more or less difficult. Make every effort to solve it yourself. If you are not successful, seek assistance. Your teacher will gladly give it to you. You will make your task more enjoyable, however, if you sweeten it with the pleasure and satisfaction of self-accomplishment. Under no circumstances should you pass on to a new point unless you understand clearly and thoroughly everything that has gone before.

Persevere in the early stages of your study, and soon you will have made a habit of the most important characteristic of the successful man or woman—*Perseverance*. Temper your perseverance with confidence. Develop a feeling of assurance in your own ability. It will forestall many seeming difficulties.

Do each day's task cheerfully and intelligently, without a feeling of anxiety or hurry. Bear in mind the ultimate goal, and remember that it can be attained only as the mountain peaks are reached by the climber. Progress must be slow and your footing sure. In every successful achievement you will find that it has been made possible by a due regard to details. It is with that feature of your study of shorthand that you must be specially concerned. There are many little details, which, if properly attended to, make your task a simpler one.

## The Reading Habit

Nothing will help you to make progress more rapidly than the reading of shorthand notes. It not only enriches your vocabulary, but also develops your ability to apply the principles of the theory to the making of shorthand outlines. The Isaac Pitman System of Shorthand is known the world over for its wealth of literature, far in excess of all other systems combined. You may practise the reading of engraved shorthand while you are studying the theory of the system. The following titles give you an idea of the variety that is offered: *Aesop's Fables*; *Selected Readings* from American and English authors; *Gulliver's Voyage to Lilliput*; *The Return of Sherlock Holmes*; *Tales and Sketches* by Washington Irving; and many other similar works. In addition, there are numerous reading books in commercial correspondence. PITMAN'S JOURNAL (English Edition published weekly, American Edition published monthly), contains several pages of reading matter in each issue, aside from the many helpful suggestions given in other directions.

For the high speed aspirant, and for the ambitious shorthand student who seeks to enter the reporting field, there is also a wide choice of books, prepared especially for their needs. The *Isaac Pitman Dictation Course* is one of the most recent of the series of dictation texts, designed to assist the student to acquire speed in note-taking. Special contractions, phrases, and exercises are to be found in a series of *Phrase Books and Guides* covering practically every sphere of commercial and professional activity. There is no need that cannot be supplied.

Remember that achievement challenges achievement. Resolve, persevere, and aim high. Your success must follow.

# THE FUNDAMENTAL PRINCIPLES OF ISAAC PITMAN SHORTHAND

THE study of the theory of Isaac Pitman Shorthand takes on a more rational, and a more intensely interesting aspect when the student understands the reasons for the various devices employed. These reasons stand out clearly when the devices or rules of the system are analyzed in the light of the fundamental principles underlying the system. These fundamental principles are invariably the determining factors in the choice of an outline form.

Not only for the student of the theory of the system, but also for the speed aspirant, a clear understanding and ready application of these fundamental principles make for rapid and intelligent progress.

These fundamental principles deal with the FORM, LEGIBILITY, and BREVIDY of the outlines from the standpoint of—

(a) Ease in writing, and (b) Ease in reading. Every outline should be subjected to each of these two *tests*.

FORM and BREVIDY deal with the shorthand outline from the viewpoint of *ease* and *speed* in the *writing* of it.

LEGIBILITY deals with the shorthand outline from the viewpoint of—*ease* in the *reading* of it.

## Form

Form takes cognizance, therefore, of—

(a) Angularity—wherever possible make and show clearly, sharp angles.

(b) Lineality—keep as close to the line of writing as possible.

(c) Forward Motion—prefer the forward motion of the hand to a backward motion.

(d) Similar or Continuous Motion—when joining strokes, keep the hand moving without a break, if possible. This avoids a change of direction and as a general rule gives a faster and better reading outline.

### Legibility

LEGIBILITY deals with all the devices of the system which make for ease in the reading of an outline and requires a thorough understanding of—

(a) Balance or Symmetry—which means the preservation of the form of any consonant stroke so that its identity is not lost when joined to other strokes or modified by attachments, initial or final.

(b) Vocalization—which means the selection of that form of outline which can be vocalized to show all the vowel sounds heard in the word.

(c) Derivation—this principle takes note of the fact that derived forms of words should, wherever possible, be written like the primitives or the words from which they are derived.

(d) Vowel Indication—the presence or the absence of a vowel sound at a given place in the word is clearly indicated by the form of outline employed.

### Brevity

BREVITY deals with the abbreviating devices employed in the system, and calls for the proper understanding of—

(a) Abbreviation—the various devices employed for shortening the writing of an outline by means of Circles, Loops and Hooks (small and large), and combinations of these, etc.

(b) Indication—the various means employed for indicating either a particular consonant sound, a group of consonant sounds, vowel sounds or words.

(c) Contractions—the various devices for representing long words. This includes all the word-signs, general and special, phrasing, omission of consonants in a few instances, etc.

As you study each device of the system, determine which of these fundamental principles prompted it.



## INTRODUCTION

PITMAN SHORTHAND has been briefly but accurately described as "the art of representing spoken sounds by characters." What is the fundamental difference between shorthand characters and the letters in ordinary writing?

Ordinary longhand spelling is seldom phonetic; the English alphabet, consisting of twenty-six letters, cannot represent by distinct characters the thirty-six typical sounds of the language. Consequently, many of the letters are used to represent different sounds. *In Isaac Pitman Shorthand, however, a sign is provided for every sound in English, and words are written strictly according to sound.*


Two simple illustrations will demonstrate the difference between the ordinary and the phonetic spelling. (1) The *sounds* of the first consonant in the words *gem* and *game* are different, although they are represented in longhand by the same letter. *Gem* spelt phonetically is *j-e-m*; the initial sound in *game* is *gay*. For these dissimilar sounds Pitman Shorthand provides dissimilar shorthand signs. (2) The vowel sounds heard in the words *tub* and *tube* are different. If the shorthand symbols were the equivalents of the letters of the common alphabet (the final *e* of *tube* being omitted because it is not sounded), each word would be written by the same characters, namely *t-u-b*. In shorthand, however, the different sounds *ū* and *ū̄* are indicated by different symbols.


The following illustrations will show the student how to spell when writing shorthand. Silent letters are omitted altogether.

<i>palm</i>	would be spelt	<i>pahm</i>	<i>coal</i>	would be spelt	<i>kōl</i>
<i>pale</i>	„ „ „	<i>pāl</i>	<i>door</i>	„ „ „	<i>dōr</i>
<i>key</i>	„ „ „	<i>kē</i>	<i>tomb</i>	„ „ „	<i>tōōm</i>
<i>wrought</i>	„ „ „	<i>rawt</i>	<i>knee</i>	„ „ „	<i>nē</i>

The shorthand characters should be made as neatly and as accurately as is possible. The signs join readily with one another, and they can be written at great speed when the rules are so familiar that they can be applied without hesitation. Resist the temptation to sacrifice neatness for speed. Speed in writing will follow neat and accurate practice naturally.

Attention is drawn to the meaning given to the terms *right motion* and *left motion* which occur in several of the lessons. By *right motion* is meant the motion taken by

the hands of a clock, thus ; while *left motion*

means the contrary motion, thus 

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# ISAAC PITMAN SHORTHAND NEW ERA COURSE

## LESSON I

1. **The First Eight Consonants.** A consonant is a sound which cannot be produced distinctly without the aid of a vowel. The result of audible friction or stopping of the breath in some part of the mouth or throat is a consonant.

The first eight consonants are—

<i>Letter</i>	<i>Character</i>	<i>Name</i>	<i>As sounded in</i>	
P	↘	pee	<b>p</b> ost	ro <b>p</b> e
B	↘	bee	<b>b</b> oast	ro <b>b</b> e
T		tee	<b>t</b> ip	fa <b>t</b> e
D		dee	<b>d</b> ip	fa <b>d</b> e
CH	/	chay	<b>ch</b> est	et <b>ch</b>
J	/	jay	<b>j</b> est	ed <b>j</b> e
K	—	kay	<b>k</b> ane	le <b>k</b>
G	—	gay	<b>g</b> ain	lea <b>g</b> ue

It will be observed that these consonants form pairs ; thus, *p* and *b*, *t* and *d*, *ch* and *j*, *k* and *g*. The articulations in these pairs are the same, but the sound is light in the first consonant of each pair and heavy in the second. Each pair is represented by the same kind of stroke ; but for the light sound a light stroke is written, and for the heavy sound a heavy stroke is written. Each sign represents one sound only and never under any circumstances represents any other sound.

The strokes *p, b, t, d, ch, j*, are written downward, and *k* and *g* horizontally, from left to right. They are *always* written in the same direction.

Practise these consonants until they can be written and read with ease.

**2. The Dot Vowels.** A vowel is a sound which can be produced without the assistance of any other. If the mouth-passage is left so open as not to cause audible friction, and voiced breath is sent through it, we have a vowel.

There are twelve simple vowel sounds in the English language. In Pitman Shorthand they are divided into two groups, six vowels represented by dots, and six represented by dashes.

A heavy dot represents the long vowels *ah, ā,* and *ē* as heard in the words *pa, bay, key* respectively. The corresponding short vowels, *ă, ě, ĭ,* as heard in the words *add, ebb,* and *pick* respectively, are represented by a light dot.

The chief difference between a short vowel and its corresponding long vowel is that the short vowel is more rapidly pronounced; thus,

The long vowel *ah* in *palm* pronounced quickly becomes the short vowel *ă* in *pat* ;

The long vowel *ā* in *pate* pronounced quickly becomes the short vowel *ě* in *pet* ;

The long vowel *ē* in *peat* pronounced quickly becomes the short vowel *ĭ* in *pit*.

**3. Places of the Vowels.** Alongside of each stroke are three places—*beginning, middle,* and *end*—in which to put the vowel-signs. The vowels are called *first, second,* or *third-place* vowels according to the place they occupy. The places of vowels are counted from the point where the stroke begins ; thus,

FIRST-PLACE DOT VOWELS—

*ah*, and the corresponding short *ă*, occupy first place, as

$\diagdown$  *pa*,  $\diagdown$  *bah*,  $\perp$  *at*,  $\perp$  *add*.

SECOND-PLACE DOT VOWELS—

*ā*, and the corresponding short *ĕ*, occupy second place, as

$\diagdown$  *ape*,  $\diagdown$  *bay*,  $\_$  *ache*,  $\_$  *egg*,  $\diagup$  *edge*,  $\diagup$  *etch*.

THIRD-PLACE DOT VOWELS—

*ē*, and the corresponding short *ī*, occupy third place, as

$\diagdown$  *bee*,  $\perp$  *eat*,  $\diagup$  *each*,  $\diagup$  *itch*,  $\_$  *key*.

4. **Vowels Before and After Consonants.** A vowel may occur either before or after a consonant. An examination of the illustrations given in the preceding paragraph will show that if a vowel occurs before the consonant, the vowel-sign is written at the left-hand side of an upright or sloping stroke or above a horizontal stroke; if the vowel occurs after the consonant, the vowel-sign is written at the right-hand side of an upright or sloping stroke or below a horizontal stroke. Compare—

Vowel before a Consonant	Vowel after a Consonant	Vowel before a Consonant	Vowel after a Consonant
$\perp$ <i>eat</i>	$\perp$ <i>tea</i>	$\perp$ <i>at</i>	$\diagdown$ <i>bee</i>
$\_$ <i>eke</i>	$\_$ <i>key</i>	$\_$ <i>egg</i>	$\diagdown$ <i>pa</i>
$\diagup$ <i>each</i>	$\diagup$ <i>Gee</i>	$\diagdown$ <i>Abe</i>	$\diagup$ <i>jay</i>

Two short lines underneath an outline indicate an initial capital.

## Exercise 1

*Write in Shorthand. Each stroke should rest on the line.*

*Write the stroke first ; then put in the vowel-sign.*

1. Aid, eight, ebb, ache, aitch.
2. Day, Tay, pay, Kay, gay.
3. Abe, bay, jay, age, etch.

5. **The Position of Outlines.** Just as there are three places in which to put the vowel-signs, so there are three positions in which to write the outlines of words. The *first* position is *above the line* ; the *second* position is *on the line* ; and the *third* position is *through the line*. The *first sounded vowel* in the word determines the position of the outline.

When the *first sounded vowel* in a word is a *first-place* vowel, the outline is written in the *first position* ; as

\ pa, \ bah, | at, | add.

When the *first sounded vowel* in a word is a *second-place* vowel, the outline is written in the *second position* ; as

\ ape, \ bay, / etch, | Etta.

When the *first sounded vowel* in a word is a *third-place* vowel, the outline is written in the *third position* ; as

\ bee, | eat, -/ each, -/ itch.

Since it is not possible to write horizontal strokes through the line, there are only two positions for such consonants, namely, *above the line* for the *first position*, and *on the line* for the *second* and *third positions*.

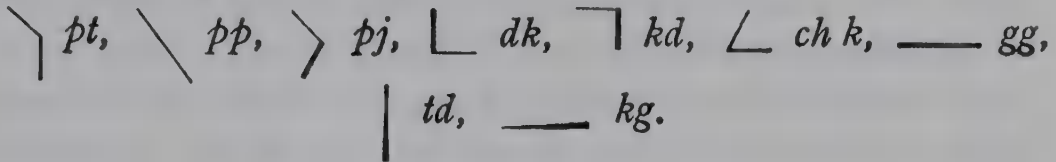
## Exercise 2

*Write in Shorthand*

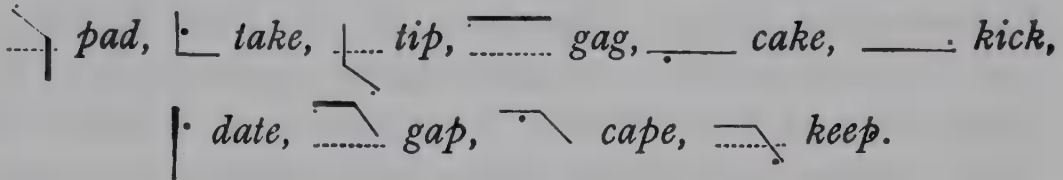
1. Add, Addie, at, abbey.
2. Edge, ate, eddy, eighty, egg.
3. Tea, key, itchy, Edie, eke.



6. **Joining of Consonants.** Consonants are joined without lifting the pen, as in longhand. Begin the second where the first ends, and write the stroke in its proper direction—



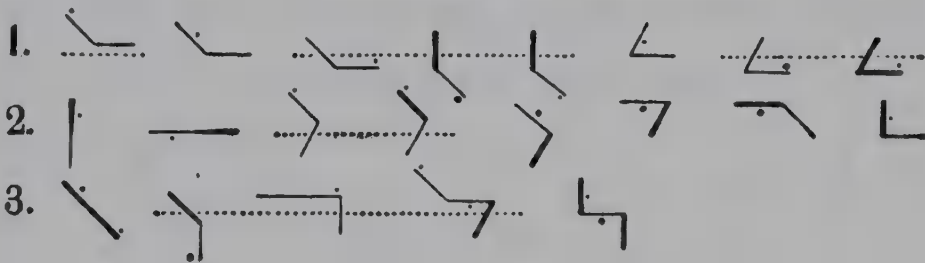
7. **Vowels Between Consonants.** A first or a second-place vowel between two consonants is written *after the first* consonant in its proper place, and a third-place vowel is written *before the second* consonant in the third place ; thus,



**Position Writing.** It will be noticed from these illustrations that in outlines consisting of more than one consonant stroke, the *first downstroke* indicates the position.

**Exercise 3**

*Read, copy, and transcribe*



*Write in Shorthand*

4. Back, bake, beak, tack, take, tick, cheap, chip.
5. Teach, ditch, date, get, beg, kick, bet, bit.
6. Decay, pity, attach, attack, baggage.

8. **Word-Signs.** Abbreviated forms, known as word-signs, are provided for a number of frequently-occurring words. The words that are represented by these contracted signs are called *grammalogs* if one stroke is used, and *contractions* if more than one stroke is used. These word-signs will be a valuable aid to the student in the development of speed in writing shorthand, and should, therefore, be mastered thoroughly. In the longhand exercises which follow, the *grammalogs* and *contractions* are printed in italics.

9. **Punctuation.** A small cross × or long oblique line / indicates the period. The semicolon, the question mark, and the exclamation mark respectively are represented by these signs : ; ? ! The sign ↔ is employed to express a dash. Other punctuation marks are written in the usual manner.

#### GRAMMALOGS

˘ a or an, ˙ the ; ˘ all, \ too or two ; ˘ of, \ to ; ˘ on, ˘ but ; ˘ (up) and, / (up) should ; ˘ (down) awe, aught, or ought, / who ; \ put ; \ be, \ to be ; | it.

#### Exercise 4

*Read, copy, and transcribe*

- 1.
- 2.
- 3.
- 4.
- 5.

*Write in Shorthand*

6. Chap, jack, cap, peach, peak, peep, cheek.
7. Dig, gig, beet, agate, ditty, jab.
8. Keep *the* check, *but the* big debt *should be* paid.
9. *Put the* cage *on the* keg *and take the* package back.
10. Take *the* cheap bag back *to the* chap *who* paid.

## SUMMARY

1. In shorthand writing we write strictly according to the *sound* of words.

2. There are three places for vowel-signs and three positions for outlines of words. There are only two positions for horizontal strokes.

3. Vowel-signs are read before the consonant when placed at the left-hand side or above a consonant, and they are read after the consonant when placed on the right-hand side or below a consonant.

4. When consonants are joined, the second stroke begins where the first ends.

5. Between two strokes first and second-place vowels are written after the first stroke, and third-place vowels before the second stroke.

6. The first downstroke in an outline indicates the position.

## LESSON II



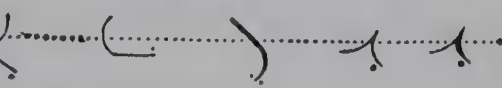
10. **The Second Eight Consonants.** The second group of consonants, like the first group, consists of four pairs. Each curve has two forms, a light stroke to represent a light consonant, and a shaded stroke to represent the corresponding heavy sound.

<i>Letter</i>	<i>Character</i>	<i>Name</i>	<i>As sounded in</i>	
F	↘	ef	<b>fat</b>	safe
V	↘	vee	<b>vat</b>	save
TH	(	ith	<b>thigh</b>	wreath
TH	(	thee	<b>thy</b>	wreath <b>e</b>
S	)	ess	<b>seal</b>	base
Z	)	zee	<b>zeal</b>	baize
SH	↗	ish	<b>she</b>	dash
ZH	↗	zhee	<b>treasure</b>	<b>vision</b>

These are all downstrokes, though *sh* is written either upward or downward when it is joined to another stroke. It is more convenient to write it upward when it immediately precedes ↘ ↘ ( ( or ↗ l (a sign which will be learned in the next and last group of consonants); and also when it immediately follows ↘ ↘ or | Practise these signs until they can be written and read with ease.




**Exercise 5***Read, copy, and transcribe*

1. 
2. 
3. 


*Write in Shorthand*

4. Shah, path, cash, vat, asp.
5. Fed, fetch, they, bathe, shape.
6. Teeth, dizzy, feed, sheik, ease, easy.
7. Say, dish, if, fish, shake, sheaf.

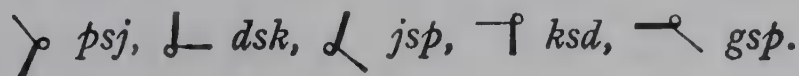
11. **The Circle S.** The construction of the alphabet in Pitman Shorthand is such that a wealth of material is available for the formation of sound abbreviating devices. By the introduction of secondary shorthand characters words are fully represented in small, compact, and well-balanced outlines. These secondary characters are very simple. In this lesson one of them is introduced.

Besides the curve  for s, there is another sign for this frequently-occurring letter, namely, a small circle. This circle s is written (a) inside of a curve; (b) outside of an angle; and (c) with a left or backward motion to a straight stroke; thus,

CIRCLE S INSIDE OF A CURVE—



CIRCLE S OUTSIDE OF AN ANGLE—







**Exercise 9**

*Write in Shorthand*

1. *Who can go to the safe and get all of the checks ?*
2. *Do they think the desks too large for these passages ?*
3. *They said his speeches ought to be given on different days.*
4. *If Debbs keeps faith, all of these debts of his can be paid.*
5. *It keeps Bates busy to visit all of the ships which come to the city.*

**SUMMARY**

1. The consonant *sh* may be written either upward or downward, whichever makes the easier joining.
2. Circle *s* is read first at the beginning of an outline and last at the end.
3. The small circle may represent either *s* or *z* in the middle or at the end of an outline.
4. Vowel-signs are always written alongside a stroke, never to a circle.



## LESSON III

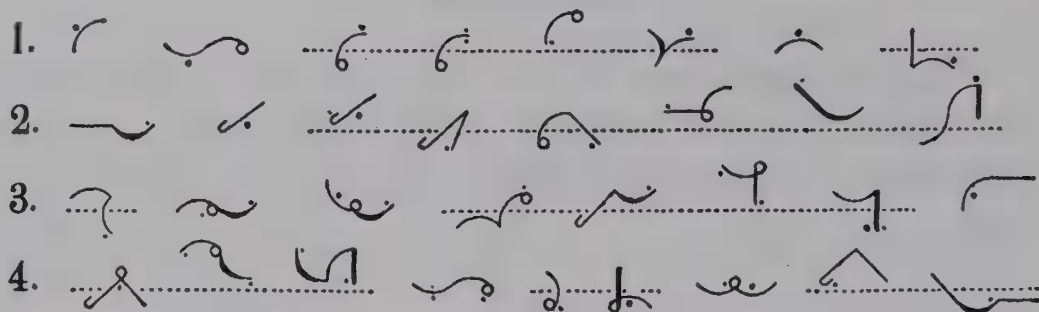
12. The Remainder of the Consonants. The last eight consonants do not occur in pairs, but *r* and *h* are each provided with two signs, making ten signs altogether ; thus,

<i>Letter</i>	<i>Character</i>	<i>Name</i>	<i>As sounded in</i>
M	—	em	<b>met</b> <b>seem</b>
N	—	en	<b>net</b> <b>seen</b>
NG	—	ing	<b>kingly</b> <b>long</b>
L	↗ up	el	<b>light</b> <b>tile</b>
R	↘ down ↗ up	ar, ray	<b>tire</b> <b>right</b>
W	↗ up	way	<b>wet</b> <b>away</b>
Y	↗ up	yay	<b>yet</b> <b>Yale</b>
H	↙ down ↗ up	hay	<b>high</b> <b>adhere</b>

For convenience the upstroke for *r* is called *ray*. The signs for *m*, *n*, *ng*, are written from left to right, and *w* and *y* are upstrokes. The signs for *h* begin in each case at the circle end ; thus ↗ (up), ↙ (down). The consonant ↗ *l* is always written upward when standing alone.

**Position Writing.** The first downstroke or upstroke in the outline indicates its position ; thus,

*agency*, *lame*, *racks*, *kills*.

**Exercise 10***Read, copy and transcribe**Write in Shorthand*

5. May, make, makes, scene, scenes, ill, sale, sales.
6. Sills, lease, weigh, weighs, yes, mail, mails, shells.
7. Mills, sells, leaps, leads, slap, slaps, many, niece.
8. Weep, weeps, weeds, bank, banks, scheme, schemes.
9. Navy, miss, missive, web, misty, escapes, excel, shale.

13. **The Use of the Alternative Forms. L Written Downward.** The consonant  $\curvearrowright$  *l* may be written either upward or downward with equal ease. Thus after *n* or *ng* it is usually written downward because a sharper and more convenient angle is formed as—

$\curvearrowright$  *kneel*,  $\curvearrowright$  *nails*,  $\curvearrowright$  *seemingly*.





Similarly when  $\curvearrowright$  *l* precedes a circle and curve, or follows a curve and circle, it is written in the same direction as the circle, as—

$\curvearrowright$  *listen*,  $\curvearrowright$  *lesser*,  $\curvearrowright$  *Neilsen*,  $\curvearrowright$  *nasal*,  $\curvearrowright$  *measles*.





**Exercise 11***Write in Shorthand*

1. Lily, delay, lacing, kingly, kill, canal, bale.
2. Vessel, cancel, nestle, leak, namely, lease, leasing.




**Upward and Downward R.** (a) The object of having alternative signs for *r* is to indicate the presence or absence of a vowel-sound. In words beginning with a vowel followed by *r*, or ending with the sound of *r*, the downward form is used, as—

 *air*,  *fair*,  *ear*,  *tear*.

On the other hand, if the word begins with *r*, or ends with *r* and a sounded vowel, then the upward form is used, as—








 *wrap*,  *ring*,  *berry*,  *ferry*.







(b) When initial *r* is immediately followed by *m*, the downward *r* is written because of the greater ease in joining; thus,

 *ream*,  *rim*,  *arm*.




(c) Write the *r* either upward or downward, regardless of vowels, to avoid an awkward joining. Thus, before *t*, *d*, *ch*, *j*, *th* or *TH*, upward *r* makes a faster and easier joining, as—

 *arid*,  *arch*,  *earth*.

Likewise, after , ,  or the single straight upstrokes , , , , upward *r* is used for the same reason, as—

 *defacer*,  *Vassar*,  *answer*,  *rear*,  
 *racer*,  *aware*.

(d) In words like *fare* the vowel-sound is represented by the second-place heavy dot; thus,

 *dare*,  *tear*,  *pair*.

## Exercise 12

*Write in Shorthand*

1. Read, ready, err, airily, risk, risks, receive, par.
2. Raise, racing, Irving, rag, pair, rare, jeer, share.
3. Marry, car, carry, answer, remiss, raid, arrayed.

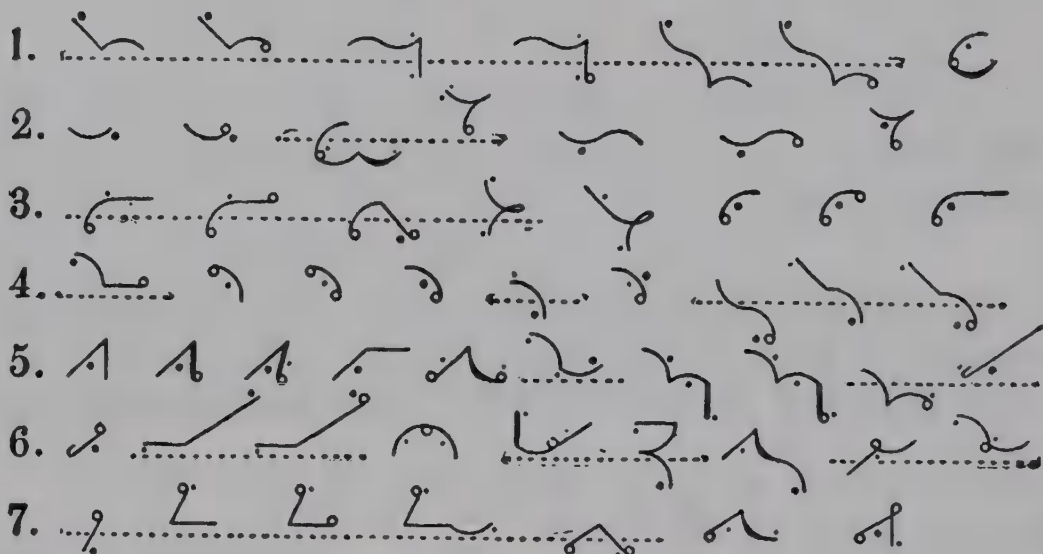
**Upward and Downward H.** The downward form of *h* is used when that consonant stands alone, or when it is immediately followed by *—* or *—*, as—

ʔ hay, ʔ hake, ʔ Hague, ʔ hags.

Otherwise, as a general rule, it is better to employ the upward form of *h*.

### Exercise 13

*Read, copy, and transcribe*



*Write in Shorthand*

8. Tame, tames, dames, James, games, maims, snakes.
9. Pale, pales, bales, tales, males, deals, snails, lacings.
10. Shame, shames, shell, vessels, nasal, missile, manly.
11. Ram, rams, array, sheer, Arab, cherry, answers.
12. Nave, naves, sneeze, revenge, reddish, lavish, fishing.
13. Wade, wades, yea, basin, receipt, receipts, salary.
14. Head, heads, hedge, hedges, hitch, hitches, business.

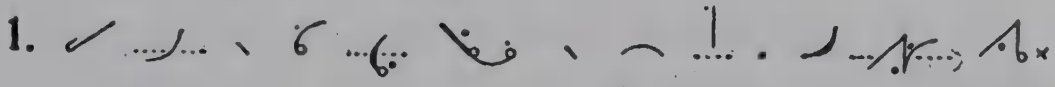
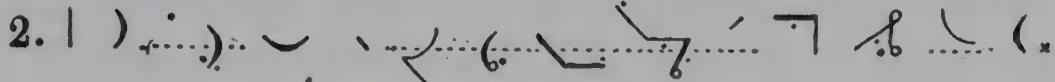
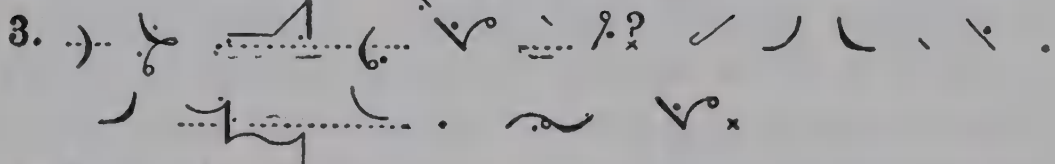
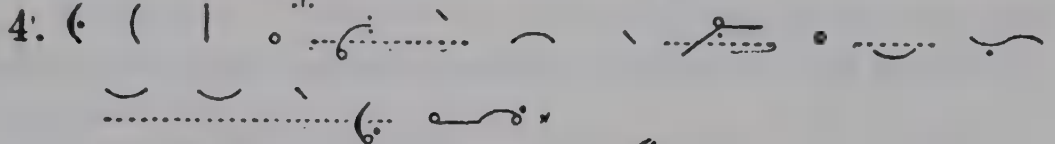
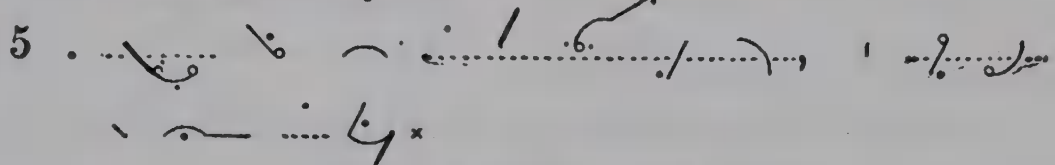
### GRAMMALOGS

( though, ( them ; ) was, ... ) whose ; / shall, ... ) wish ;  
 / usual-ly ; ... me, ... him ; ... in or any, ... own ;  
 ... language or owing, ... thing, ... young ; \ your,  
 ... year ; / we.



## Exercise 14

*Read, copy, and transcribe*

1. 
2. 
3. 
4. 
5. 

*Write in Shorthand*

6. *We shall ask him to give his speech in a different language to-day.*
7. *All the dealers in your vicinity seem to think they can manage the affair easily.*
8. *Though he has many enemies, all of them seem to be aware of his mental agility and business ability.*
9. *The head of the firm thinks it was a rash thing for the young cashier to do. It may affect his career.*
10. *If we appeal to James Nelsen he may give me all the facts in the legacy case.*

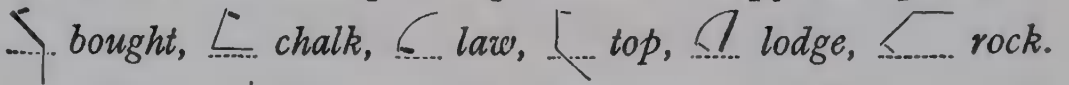
### SUMMARY

1. The consonants *r* and *h* have alternative forms.
2. When standing alone *l* is written upward.
3. Stroke *l* preceding a circle and curve or following a curve and circle is written in the direction of the circle.
4. Use *r* initially if a vowel precedes. Use *ray* finally if a vowel follows.

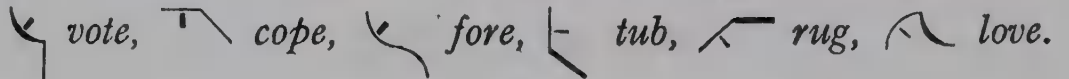
## LESSON IV

14. **The Dash Vowels.** A heavy dash, in the first, second, and third-place respectively, represents the long vowels *aw*, *ō*, *ōō*, as heard in the words *bought*, *boat*, and *boot*. A light dash, similarly, represents the corresponding short vowels *ǒ*, *ǔ*, *ǒǒ*, as heard in the words *hot*, *hut*, and *hood*; thus,

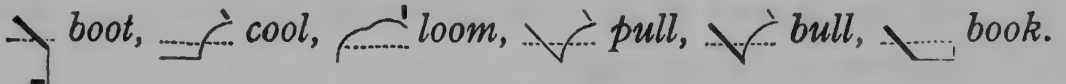
### FIRST-PLACE DASH VOWELS—

*aw*, and the corresponding short *ǒ*, occupy first place, as  


### SECOND-PLACE DASH VOWELS—

*ō*, and the corresponding short *ǔ*, occupy second place, as  


### THIRD-PLACE DASH VOWELS—

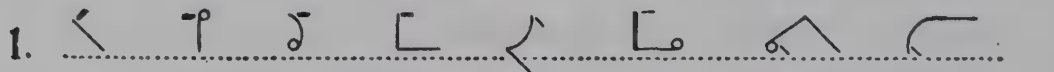


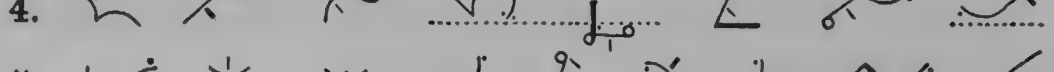

*ōō*, and the corresponding short *ǒǒ*, occupy third place, as  


(a) In words like *fore* the vowel sound is represented by the second-place heavy dash; thus,



## Exercise 15

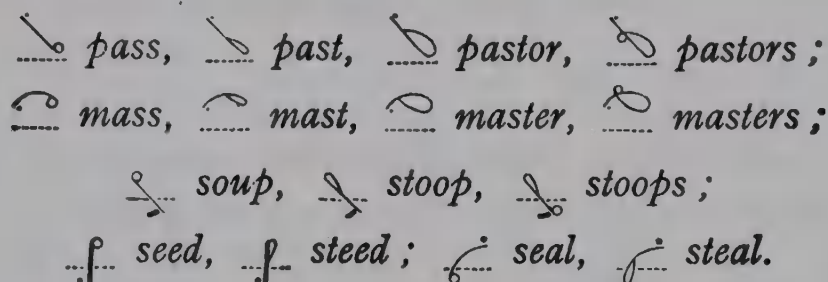
*Read, copy, and transcribe*

1. 
2. 
3. 
4. 
5. 

*Write in Shorthand*

6. Ball, balk, lauds, hawks, dots, knobs, mocks, song.
7. Votes, boats, scope, hoax, does, dusty, luck, cups.
8. Spools, food, poor, rooms, took, looks, hooks, hood.
9. Hurry, hero, loosen, losing, muscle, roar, locked, bore.
10. Sung, shawl, shawls, urge, officer, dozen, wrongly,

15. **Loops for St and Str.** A small loop represents *st*, and a larger loop represents *str*. These loops are written, like circle *s*, inside of curves, and with a left motion to straight strokes; thus,


  
 $\swarrow$  *pass*,  $\swarrow$  *past*,  $\swarrow$  *pastor*,  $\swarrow$  *pastors*;
   
 $\curvearrowright$  *mass*,  $\curvearrowright$  *mast*,  $\curvearrowright$  *master*,  $\curvearrowright$  *masters*;
   
 $\swarrow$  *soup*,  $\swarrow$  *stoop*,  $\swarrow$  *stoops*;
   
 $\cdot$  *seed*,  $\cdot$  *steed*;  $\cdot$  *seal*,  $\cdot$  *steal*.

(a) Following a *st* or a *str* loop, the circle *s* is written as indicated in the words *pastors* and *masters*.

(b) The *st* loop is written at the beginning or end of a stroke. The *str* loop is never written at the beginning of a stroke. Both the *st* and *str* loops may be used medially; thus,


  
 $\curvearrowright$  *toasting*,  $\curvearrowright$  *masterpiece*,  $\curvearrowright$  *lastingly*.



(c) Just as the small circle at the end of a stroke may represent *s* or *z*, so the small loop at the end of a stroke may represent *st* or *zd*, as in


  
 $\curvearrowright$  *suppose*,  $\curvearrowright$  *supposed*.





(d) The *st* loop cannot be employed when a vowel occurs between *s* and *t* because there must be a stroke consonant to provide a place for the vowel-sign. Compare—


  
 $\swarrow$  *best*,  $\swarrow$  *beset*;  $\swarrow$  *rest*,  $\swarrow$  *receipt*.

For the same reason the *str* loop may not be written when a strongly sounded vowel occurs between *st* and *r*. Compare—


































 rooster,  restore.

The *st* loop cannot be employed finally when a vowel follows *t*; thus,

 best,  bestow;  rest,  rusty.

### Exercise 16












*Read, copy, and transcribe*

1.       
2.        
3.         
4.         

*Write in Shorthand*

5. Steps, stems, disposed, fullest, steal, tacit, just, discussed.
6. Forests, list, enlisting, dismissed, assists, rests, arrests, Saturday.
7. Musters, ministers, lustre, investors, waster, register, pester.
8. Adjust, adjusting, adjuster, dusting, jesting, bolster, exits, smoothest.

16. The Halving Principle. Light strokes are halved to indicate the addition of *t*, and heavy strokes to indicate the addition of *d*; thus,

 pay,  pate,  paid;  tap,  tapped;  web,  webbed;  lift,  lived;  fat,  feed.



The *d* in many words is pronounced *t*, as in *tapped* (tapt).

(a) In words of more than one syllable, a stroke may be halved for either *t* or *d*; thus,

*pity*, *pitied*; *vote*, *voted*; *orb*, *orbit*;  
*rapid*, *rabbit*; *note*, *noted*; *evidence*.

(b) A final *s* circle attached to a half-length stroke is read after the *t* or *d*; thus,

*repeats*, *invades*.

(c) If a vowel sound occurs after a final *t* or *d*, a full-length stroke must be used; thus,

*chatty*, *body*.

17. Omission of Obscure Vowels. An obscure or unaccented vowel in the middle of a word may be omitted; thus,

*answer*, *answered*; *officer*, *officered*;  
*relay*, *relate*, *relates*, *related*

### Exercise 17

Read, copy, and transcribe

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



3. *Our "Star Dusters" are selling rapidly in the city of Nelson. We could not make them quite fast enough.*
4. *James Dexter's much discussed stories appear in the "Saturday Post." Read them.*
5. *It was the low cost of these silk waists that caused the rush for them at the sale.*
6. *We hope they have succeeded in leasing for us the stores we wanted in Moose Jaw.*
7. *Thomas Baxter has wasted much money in his business deals and has only himself to thank for his heavy loss.*
8. *We noticed that the "Cadillac Roadster" was the car most in evidence at the recent automobile show.*

#### SUMMARY


















1. When occurring between two strokes, dash vowels follow the rules given for the dot vowels.
2. A small loop represents *st* and a large loop *str*.
3. The *str* loop is not used initially.
4. The sign for an obscure vowel may be omitted.
5. Light strokes are halved for *t*, heavy strokes for *d*; but in words of more than one syllable a stroke may be halved for either *t* or *d*.
6. Read the *s* circle last when it is attached finally to a half-length stroke.

## LESSON V

18. **Large Circles for Sw and Ss.** A large circle *at the beginning* of a stroke represents *sw*, and, like the small circle *s*, is written with the left motion to a straight stroke and inside a curve ; thus,

 *soup*,  *swoop* ;  *soon*,  *swoon*.



















































(a) A large circle written *in the middle* of a word or *at the end* of a stroke represents the light or heavy sound of two *s*'s, with an intervening vowel. It is also written with the left motion to a straight stroke and inside a curve. When a vowel other than *e* intervenes, it is indicated by placing the vowel-sign within the circle ; thus,

 *pass*,  *passes* ;  *doze*,  *dozes* ;  *mass*,  
 *masses*,  *miss*,  *misses*,  *Mississippi* ;  
 *raise*,  *raises*,  *resist* ;  *sense*,  *senses*,  
 *census* ;  *success*,  *successes*.

(b) As in the case of the *st* and *str* loops, final circle *s* following the large circle is written as indicated in the word *successes*.


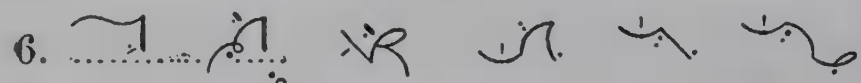
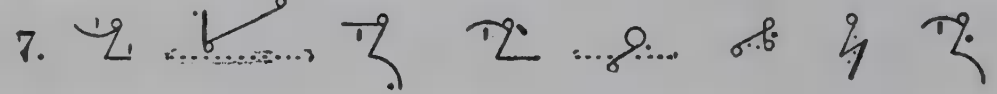
### Exercise 20

*Read, copy, and transcribe*

1.        
2.         
3.          
4.          
5.      
6.       





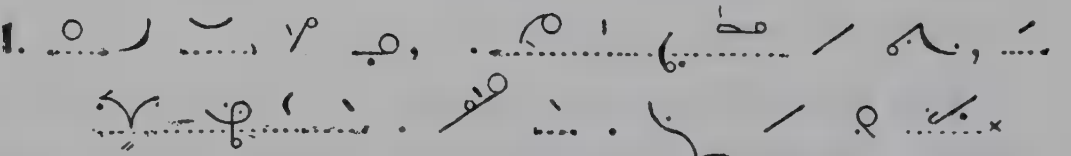
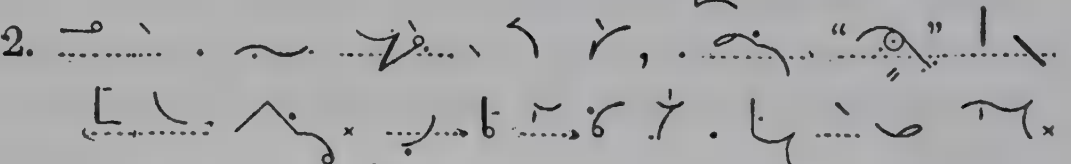
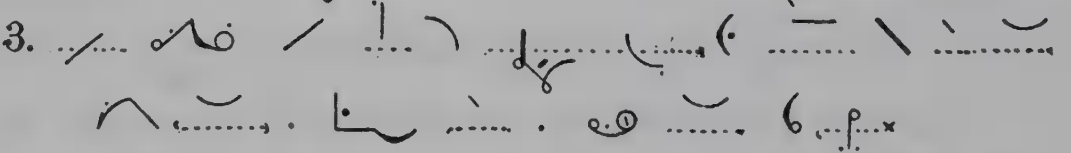
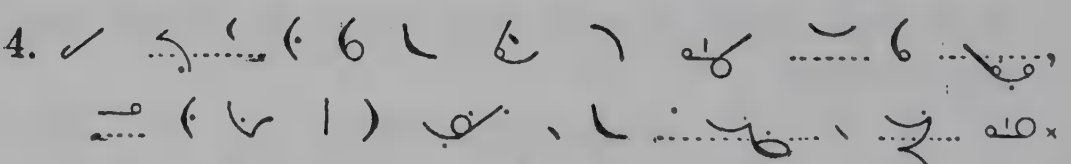
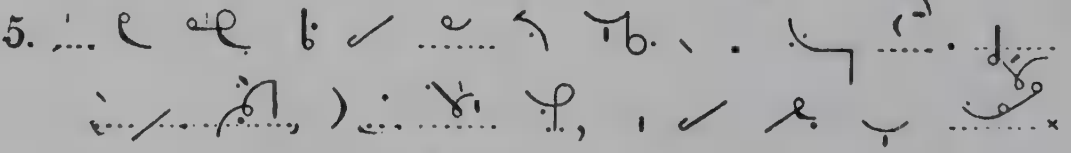

5. 
6. 
7. 

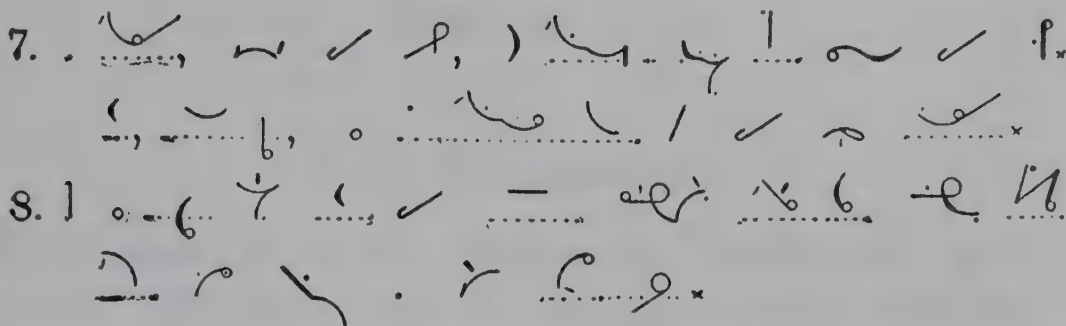
GRAMMALOGS AND CONTRACTIONS

— because, — itself; 6 those, 6 this, (— thus; 6 several,  
 6 themselves, 9 ourselves, — influences; — anything,  
 ~ something, ~ nothing; ° as is, o is as.

Exercise 22

Read, copy, and transcribe

1. 
2. 
3. 
4. 
5. 
6. 



### Exercise 23

*Write in Shorthand*

1. *Without your influence and help, our appeals to the state officers are of no use.*

2. *It appears that several of the leading firms in this city are seeking a monopoly of the wholesale tobacco business.*

3. *Recent statistics show that the cost of living necessities has changed but little in the past two years.*


Messrs. Sweeney & Swift,  
Rochester, Minnesota.

Sirs :

*The boxes of Swiss laces reached us on Wednesday, but because of the long and unnecessary delay we have lost two good customers. Several of the smaller lace hangings are of the wrong shape and we shall ship them back to the wholesale dealers. These successive errors have caused us many needless risks of losing some of our best customers. We insist that changes in your business policy are certainly needed if we are to make a success of it here.*

*Yours,*

### SUMMARY

1. A large initial circle represents *sw*.
2. A large medial or final circle represents *ss* or *sz*.
3. The tick *h* is prefixed to 
4. The dot *h* is used as an alternative to the stroke *h*, when the latter cannot be easily written.

## LESSON VI

20. **Diphthongs.** The sounds *ī*, *ow*, *oi*, *ū*, heard in the sentence *I now enjoy music*, are called diphthongs, because each consists of two vowels combined into one sound. The sign for the diphthong *ī* is the lower half of a diamond, thus,  $\vee$ ; the sign for the diphthong *ow* is the upper half of a diamond, thus,  $\wedge$ . The sign for *oi* is a small  $\_$  (*k*) and  $/$  (*ch*) joined together, thus,  $\neg$ ; and the sign for *ū* is the upper half of a small circle, thus,  $\cap$ . The signs for *ī* and *oi* are written in the first vowel-place, as in—

$\vee$  pie,  $\overset{\circ}{\vee}$  spy,  $\neg$  boy,  $\neg$  toy;

the signs for *ow* and *ū* are written in the third vowel-place, as in—

$\wedge$  loud,  $\wedge$  rout,  $\_$  cow.  $\neg$  cube,  $\cap$  duke,  $\cap$  duty.

21. **Joined Diphthongs.** Diphthongs are joined initially and finally to stroke consonants wherever it can be done easily. To make an easy joining, the semicircle for *ū* may be written sideways, thus,  $\smile$  value,  $\smile$  new; and the sign for *ow* abbreviated, thus,  $\smile$  now. When preceding *k*, *g*, *m*, or upward *l*, the diphthong *ī* is contracted, as in  $\smile$  isle or *I'll*.

(a) The vowel *aw* may be joined to upward *l*, as in  $\smile$  also.

(b) The sign for *all* is used in words like  $\smile$  already,  $\smile$  always.

(c) Where a final diphthong is joined, the stroke consonant may be halved for *t* or *d*, as in  $\smile$  doubt,  $\smile$  feud.





The sign representing a diphthong and a vowel is called a *triphone*, because it expresses three vowels in one sign.

23. **Abbreviated W.** A small right semicircle is prefixed to  $\_k$ ,  $\_g$ ,  $\_m$ ,  $\_r$  and  $\_ray$ , to represent the initial sound of *w*, thus,

$\overset{1}{\curvearrowright}\_k$  walk,  $\overset{1}{\curvearrowright}\_g$  wake,  $\overset{1}{\curvearrowright}\_m$  womanly,  $\overset{2}{\curvearrowright}\_r$  wore,  $\overset{1}{\curvearrowright}\_ray$  worry.

The semicircle is *always read first*, so that if a word begins with a vowel the stroke  $\_w$  must be used. Compare  $\overset{1}{\curvearrowright}\_g$  wake,  $\overset{1}{\curvearrowright}\_g$  awake;  $\overset{2}{\curvearrowright}\_r$  ware,  $\overset{1}{\curvearrowright}\_ray$  aware.

### Exercise 26

*Read, copy, and transcribe*

1.  $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$

2.  $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$

3.  $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$

4.  $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$   $\overset{1}{\curvearrowright}\_k$   $\overset{1}{\curvearrowright}\_g$   $\overset{1}{\curvearrowright}\_m$   $\overset{1}{\curvearrowright}\_r$   $\overset{1}{\curvearrowright}\_ray$

### Exercise 27

*Write in Shorthand*

1. Fiery, dial, via, pioneer, bias, violence, violate, violated.
2. Voyage, loyal, loyalty, moiety, cower, cowers, bower, endower.
3. Genuine, eventually, duel, fewer, suicide, insinuate, reviewer.
4. Walk, walked, walker, worried, were, weary, aware, wars, warlike, war-time.

24. **Phrasing.** Two or more shorthand outlines may be written together whenever an easy joining can be made. This practice is a great help in developing speed, and the student should, therefore, cultivate the ability to write phrases easily.

The first word in a phrase must occupy the position which it would occupy if it stood alone.

$\overset{\vee}{\dots}$  I,  $\overset{\vee}{\curvearrowright}$  I've (= I have),  $\overset{\vee}{\dots}$  I'm (= I am),  
 $\overset{\vee}{\dots}$  I'll (= I will),  $\overset{\vee}{\curvearrowright}$  I will be ;  
 $\overset{\vee}{\dots}$  you,  $\overset{\vee}{\curvearrowright}$  you may,  $\overset{\vee}{\curvearrowright}$  you will,  $\overset{\vee}{\curvearrowright}$  you will be,  
 $\overset{\vee}{\curvearrowright}$  you should be.

A first-place sign may be slightly raised or lowered, however, to accommodate the following stroke, as














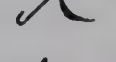

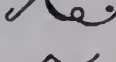



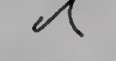



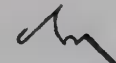











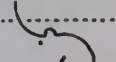



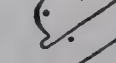

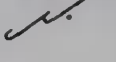

$\overset{\vee}{\dots}$  I thank you,  $\overset{\vee}{\curvearrowright}$  I think you should,  $\overset{\vee}{\curvearrowright}$  I have,  
 $\overset{\vee}{\dots}$  I view,  $\overset{\vee}{\dots}$  I had,  $\overset{\vee}{\dots}$  I do.





25. **Tick the.** A small tick attached finally and written in the direction of *ray* or *chay*, indicates the word *the* ; thus,

$\overset{\vee}{\curvearrowright}$  I have the,  $\overset{\vee}{\dots}$  at the,  $\overset{\vee}{>}$  to the,  $\overset{\vee}{\dots}$  by the,  
 $\overset{\vee}{\dots}$  on the (slightly turned to distinguish from  $\overset{\vee}{\dots}$  I).

Practice the following phrases until they can be written with ease. Phrases, as a rule, need not be vocalized, but a vowel may be inserted where necessary, as

$\overset{\vee}{\dots}$  I may, to distinguish from  $\overset{\vee}{\dots}$  I am.

	I will		If you will
	I will be		if you will be
	I will do		if you are
	I can		if you should
	I am		if you should be
	I may		if you should know
	I may be		we have
	I have		we have seen
	I have seen		we know
	I have no		we think
	I have such		we think you should
	I have just		we think you should be
	I have it		they will
	I think		they will be
	I think you should		it will be
	I think you may		it may be
	you will		you were
	you will be		if you were
	you will do		which were
	you will have		they were
	you should		we were
	you should be		

Note that in phrases the stroke  is used for *will* and the stroke  for *were*. When the  does not join easily, the strokes  are used instead.





GRAMMALOGS AND CONTRACTIONS

^ how; <sup>l</sup> why; <sup>c</sup> with, <sup>e</sup> when; <sup>2</sup> what, <sup>s</sup> would;  
<sup>n</sup> beyond, <sup>a</sup> you; 7 knowledge, 7 acknowledge,  
 7 acknowledged; <sup>!</sup> O, Oh, owe, <sup>h</sup> he.

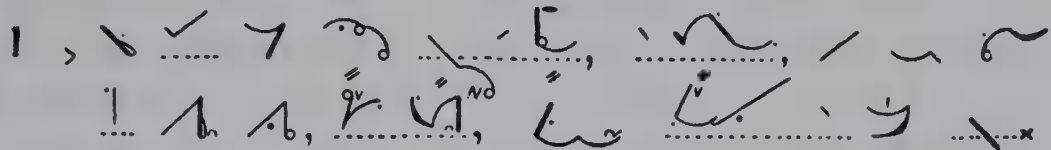
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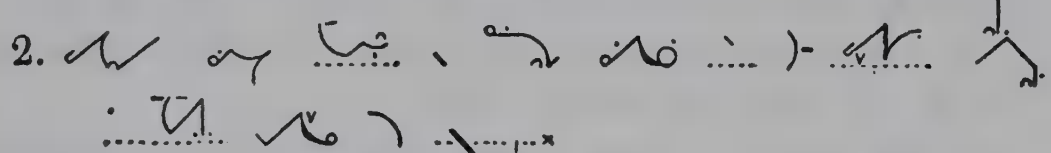
 New York;  United States.

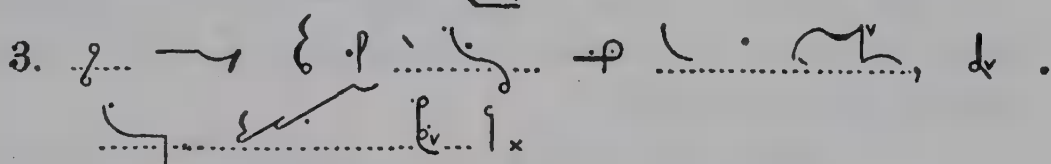
(When *he* stands alone, or is the first word in a phrase, the form  is employed. In all other cases the sign  is written.)

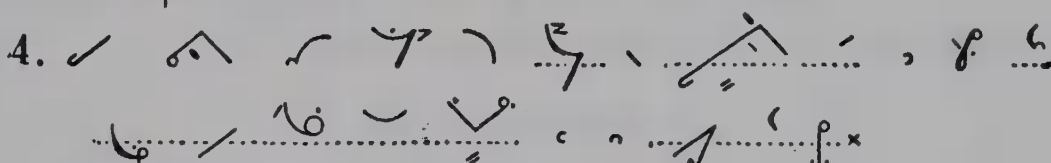
Exercise 28

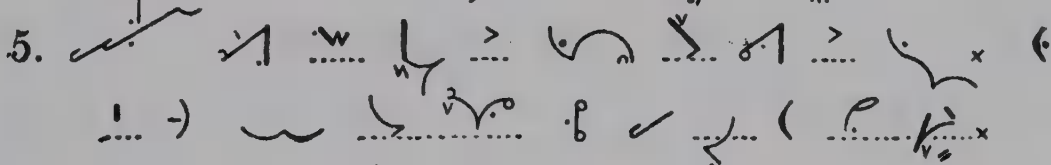
Read, copy, and transcribe

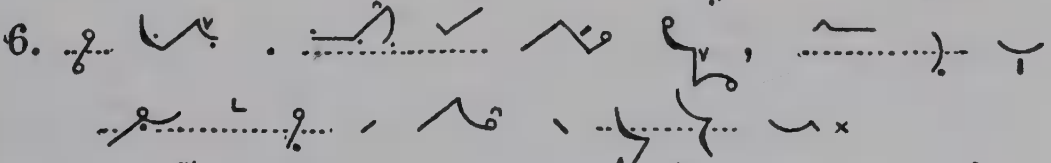
1. 


2. 

3. 

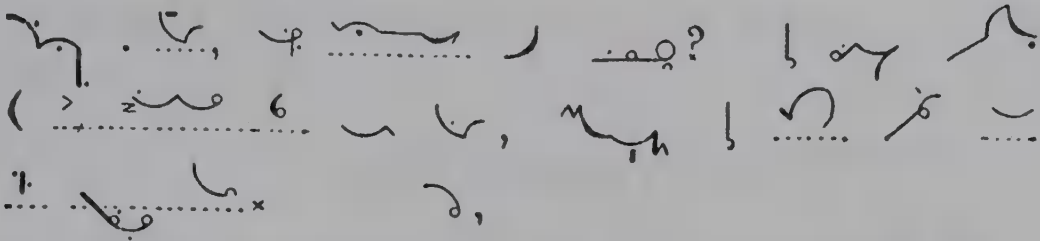
4. 

5. 

6. 

7. 





## SUMMARY

1. The diphthongs *ī* and *oi* are written in the first-place, and *ow* and *ū* in the third-place.
2. Diphthongs may be joined when convenient.
3. A vowel following a diphthong is expressed by a light tick joined to the diphthong.
4. The first word of a phrase must be written in its own position, and in phrasing a light tick represents *the*.
5. A stroke with a finally-joined diphthong may be halved for either *t* or *d*.
6. A small right semicircle is prefixed to the strokes — — — — — to represent the sound of *w*.

## LESSON VII

26. Circle and Stroke S and the Loops St and Str. A vowel-sign is never written to a circle or a loop. Therefore, a stroke consonant must always be written whenever it is necessary to indicate the presence of a vowel sound. The following illustrations show that the vowel-sign is written in each case, not to a circle or loop, but to a stroke. Note also that when a word begins with z, the stroke ) is employed.







(a) ) ace, ) aces ; ) ice, ) ices ; ) sigh, ) sighs, ) assize ; ) am, ) Sam, ) Assam ; ) add, ) sad, ) acid ; ) ale, ) sale, ) assail ; ) pie, ) spy, ) espy ; ) sue, ) sues, ) suicide ; ) see, ) sees, ) Caesar ; ) sense, ) essence, ) zoo, ) zeal, ) Zulu.

(b) ) bees, ) busy ; ) noise, ) noisy ; ) rose, ) rosy ; ) less, ) lessee.

(c) ) paste, ) pasty, ) pastime ; ) best, ) bestow, ) beset ; ) rust, ) rusty, ) russet ; ) past, ) pastor, ) pasture ; ) vest, ) vestor, ) vesture ; ) monster, ) monastery.





27. Stroke S in Compound Words. The stroke s is retained in derivatives and compounds formed from words

in which *s* or *z* is the only consonant sound, as in *sea*, *saw*, *ace*, *ice*, *ease*; thus,




 *saw*,  *sawmill*;  *sea*,  *sea-coast*,  
 *ease*,  *easily*.













The stroke *s* is also written—













(a) When a triphone immediately follows initial *s*; thus,

 *sense*,  *science*,  *Syme*,  *Siam*.

(b) When the syllable *-ous* is immediately preceded by a diphthong, as in









 *pious*,  *joyous*,  *sinuous*.




28. **Vowel Indication.** The preceding explanations show that in very many cases it is possible to indicate an initial or a final vowel without using the vowel-sign. Thus, in words like  *aside*,  *ask*,  *asleep*, the use of the stroke *s* at the beginning indicates a preceding vowel. If the words were *side*, *sack*, *sleep*, the outlines would be  *side*,  *sack*,  *sleep*. Similarly, in words like  *misty*,  *policy*,  *jealousy*, the use of a stroke for the last consonant indicates a following vowel. If the words were *mist*, *police*, *jealous*, the outlines would be  *mist*,  *police*,  *jealous*.









(a) In the same way a downward *r* initially almost always suggests a preceding vowel, as in  *argue*,  *arisen*; while the use of an upward *r* finally, as in  *marry*,  *carry*, indicates a following vowel. Note the difference in outline between  *argue* and  *rag*,  *arisen* and  *risen*,  *marry* and  *mar*, and  *carry* and  *car*.




(b) When an initial *l* immediately precedes a simple horizontal stroke, it is written downward if the word begins with a vowel and upward if the first sound is *l*; thus,

 *alike*,  *elm*,  *alone*,  *along*,  
but  *like*,  *lame*,  *Luna*,  *long*.

(c) Similarly, when final *l* follows    or any straight upstroke, the upward form is used to indicate a following vowel, and the downward form to indicate the absence of a vowel; thus,





























































 *fell*, but  *fellow*;  *vale*, but  *valley*;  
 *scale*, but  *scaly*;  *rail*, but  *rely*.

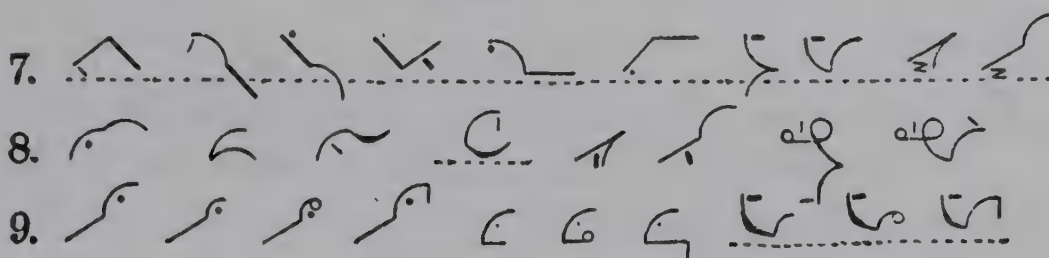
(d) In words like  *debar* and  *Shakespeare*,

where *r* follows two downstrokes, the upward *r* is written, so as to keep the outline close to the line of writing; and for the same reason the downward *r* is used finally after two straight upstrokes, as in  *rarer*.

### Exercise 31

Read, copy, and transcribe

1.          
2.          
3.          
4.          
5.          
6.          



















**Exercise 32**

*Write in Shorthand*

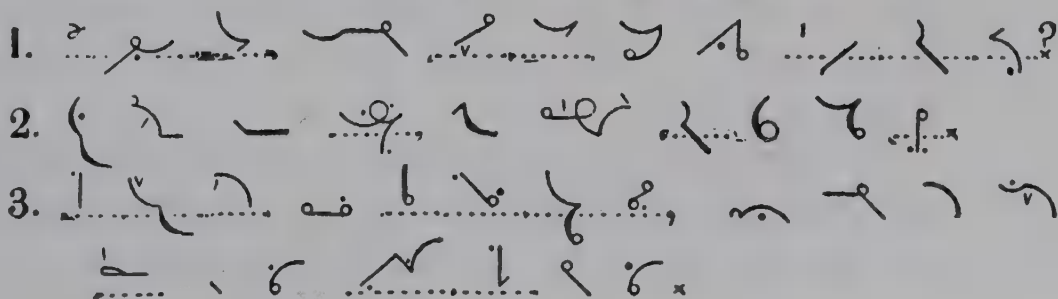
1. Sleep, asleep, slope, aslope, state, estate, asylum.
2. Skip, escape, said, essayed, seek, Eskimo, sum, assume.
3. Pose, posy, bees, busy, case, Casey, rest, receipt.
4. Dust, dusty, deceit, arid, aright, earth, arch, urges.
5. Far, ferry, appear, parry, boor, bureau, jeer, jury.
6. Full, fully, veal, villa, skill, sickly, yell, yellow.
7. Elk, leak, Olga, log, alum, lime, facile, vessels, swiftly.
8. License, licensed, unlicensed, assail, assault, assaults.
9. Despair, bestir, disperses, disposer, posture, roarer.

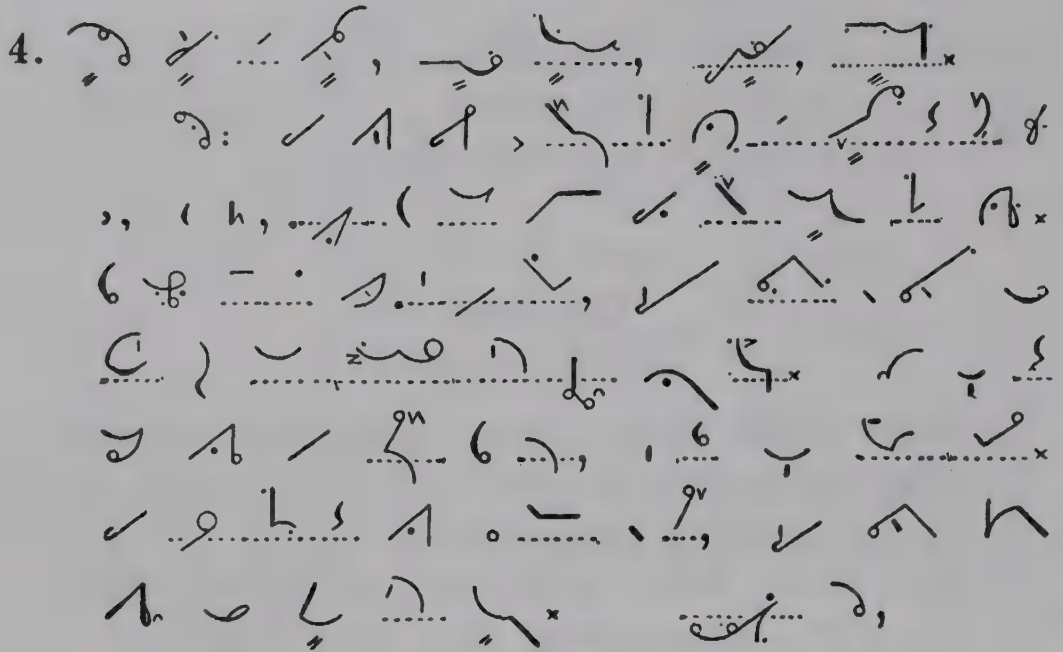
GRAMMALOGS AND CONTRACTIONS

 *special* or *specially*,  *speak*;  *dollar*,  *dollars*;  
 *establish-ed-ment*;  *expect-ed*;  *unexpected*;  
 *altogether*,  *together*;  *insurance*;  *January*;  
 *February*;  *November* or *never*;  *yesterday*;  
 *regular*,  *irregular*.

**Exercise 33**

*Read, copy, and transcribe*





### Exercise 34

Write in Shorthand

1. *We-have notified him that-he-is to speak to-morrow night on-the bonus.*
2. *Our officers despair of-his ability or desire to change his irregular methods and habits.*
3. *The regular notices of-the society are sent to-him also, yet he-has never received any of-them.*
4. Robson & Scholes, Ottawa, Canada.

Sirs :

*We-are exceedingly sorry to hear that-you do not like-the pastes we-sent several days ago. We suggest that-they be sent back to us, and-we-shall ship new tubes to-you without delay. We desire to emphasize our policy of a "thoroughly satisfied customer, or no sale." Our success testifies to-the wisdom of-such a policy.*

*We hope you-will not hesitate to-let us know if-the new lot is not up to-the mark, as-it-is only thus that-the firm and its customers can satisfy themselves.*

*Yours,*

## SUMMARY

1. An initial vowel requires the use of an initial stroke, and a final vowel requires the use of a final stroke.
2. The stroke *s* is written in derivatives and compounds, when a triphone immediately follows initial *s*, and in the syllable *-ous* when this is preceded by a diphthong.
3. The use of the upward and downward forms of *r* and *l* enables the writer to indicate, in many words, the presence or absence of an initial or a final vowel.

## LESSON VIII

29. **Initial Hook for L to Straight Strokes.** A small initial hook written with the left motion adds *l* to the straight strokes *p, b, t, d, ch, j, k* and *g*; thus,

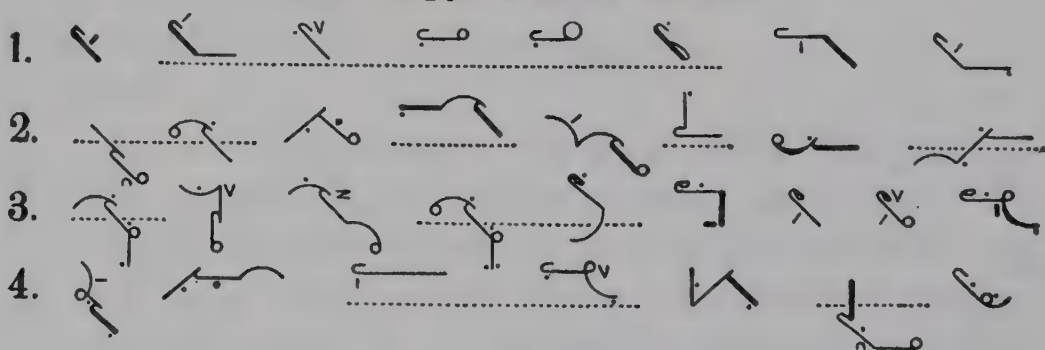
*pl, bl, tl, dl, chl, jl, kl, gl.*

(a) These double consonants are vocalized and read like single consonants. The circle *s* is prefixed to them by writing the circle inside the initial hook. The illustrations which follow show also how to join this hook in the middle of a word—

*pie, ply, supply, imply; able,*  
*sable, table; set, settle, battle; addle,*  
*saddle, paddle; satchel, chapel; cudgel;*  
*clay, cycle, tickle; eagle, Siegel.*  
*bugle.*

### Exercise 35

*Read, copy, and transcribe*



*Write in Shorthand*

5. Play, plate, plates, places, plasters, replies, replied.
6. Foibles, cables, enabled, bottles, pliable, bluster, black.
7. Close, closes, claims, clasp, glass, glasses, globe, glory.
8. Deplore, label, inclose, inclosed, smuggle, smuggled.
9. Sublime, secluded, subtle, supplied, settled, settlers.



30. **Initial Hook for R to Straight Strokes.** A small initial hook written with the right motion adds *r* to the straight strokes *p*, *b*, *t*, *d*, *ch*, *j*, *k* and *g*; thus,

*pr*, *br*, *tr*, *dr*, *chr*, *jr*, *kr*, *gr*.

(a) These double consonants also are vocalized and read like single consonants.

A circle or loop may be prefixed to these double consonants by writing the circle or loop on the same side as the hook *r*. The hook is used medially also; thus,

*pray*, *spray*, *paper*; *bray*, *sabre*,  
*fibre*; *eater*, *sweeter*, *better*, *outer*,  
*stouter*; *eider*, *cider*, *louder*; *etcher*,  
*stretcher*, *preacher*; *edger*, *stager*,  
*ledger*; *ochre*, *soaker*, *stoker*, *maker*.

The hooked forms may represent syllables in words like—

*terminus*, *delicacy*, *perplex*.

### Exercise 36

*Read, copy, and transcribe*

1.

2.

3.






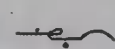
4.

*Write in Shorthand*

5. Praises, praised, bruise, bruised, address, addresses, addressed, gray, graze.

6. Labor, teacher, major, depressed, packers, bigger, imprisonment, biography.
7. Sweeper, supreme, steeper, sober, utter, stutter, sweater, sicker, stickers.
8. Stress, stresses, presently, trials, grazes, cruiser, grasps, streams, strong.
9. Strike, strikers, brighter, progress, struggles, troubles, brutal, grapple, glitters.



31. **Medial Circle and Hook.** When a circle and a hook are used medially, both circle and hook must be shown; thus,

 *pastry*,  *illustrates*,  *destroy*,   
 *bicycle*,  *exclaim*;









but when an easy joining is not possible, the *l* hook is not used medially; thus,

 *pistol*,  *unsettle*,  *accessible*.

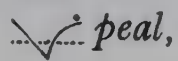





(a) When *skr* or *sgr* follows *t* or *d*, the combinations are written thus,

 *describe*,  *disagree*.

(b) In the following pairs of words note that the stressed vowel sound is represented by using the stroke *l* or stroke *r* instead of the hook; thus,

 *ripple* but  *repeal*;  *reaper* but  *repair*;  
 *debtor* but  *deter*;  *regal* but  *regale*.

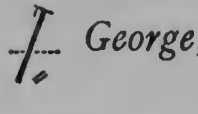
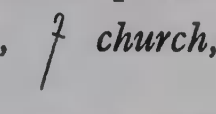

(c) Similarly when a distinct vowel sound occurs between *l* or *r* and a preceding consonant, and no other consonant stroke occurs in the word, the stroke is used for *l* or *r* and not the hook; thus,

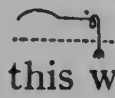
 *peal*,  *par*,  *scale*,  *scar*,  *spell*,  *spear*.

32. **Intervening Vowels Indicated.** To avoid a long or awkward outline, a dot vowel between a stroke and an initial hook is indicated by writing a *small circle*, instead of the dot, *after* or *before* the stroke ; thus,

 *parcel*,  *chair-maker*,  *cheerily*.

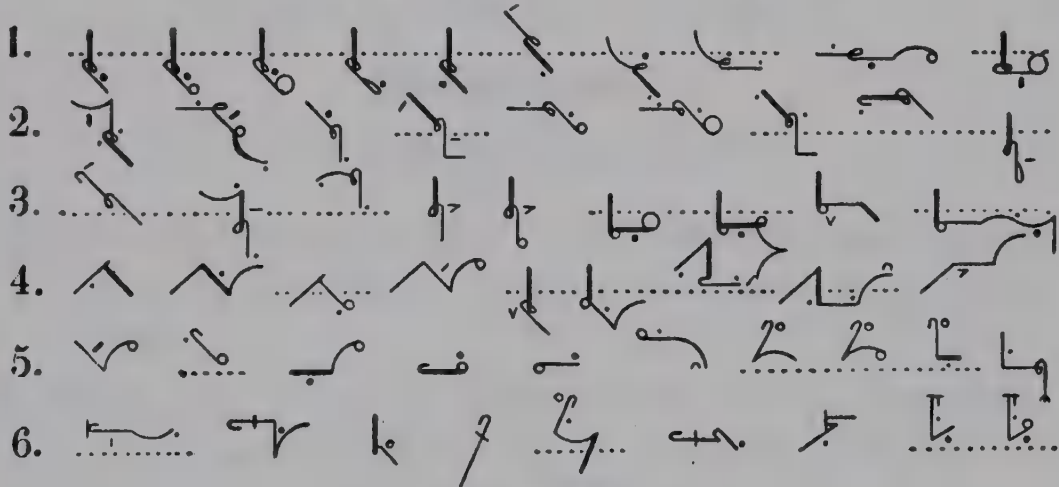
An intervening dash vowel is indicated by writing the dash at the beginning or end of the hooked form for a first or third-place vowel respectively, and through the hooked form for a second-place vowel ; thus,

 *George*,  *church*,  *troubadour*.

Note also  *mixture*. It is seldom necessary to vocalize in this way.

### Exercise 37

*Read, copy, and transcribe*



### Exercise 38

*Write in Shorthand*

1. Advisable, disclosed, plausible, traceable, instil, musical, extol, exploded.
2. Extra, extreme, extremely, mystery, reciter, expressed, mistrust, extracted.
3. Prospers, destroyed, disgrace, disgraced, outsider, retail, details, retire.

4. Bills, gulls, pools, deals, parley, purchase, purchases, neighborhood.
5. Charming, culture, carpet, carpets, parcel, parcels, courtesy, recorded.
6. Faculty, faculties, discourse, discourage, discouraged, direct, directed, fixtures.

## GRAMMALOGS

\ people ; \ belief-ve-d ; | tell, | till ; | deliver-ed-y ;  
 | largely ; — call, — equal-ly ; | truth ; | doctor,  
 | dear, | during ; \ principal-le-ly ; \ liberty,  
 \ member or remember-ed, \ number-ed ; | larger ;  
 — care ; \ surprise, \ surprised.

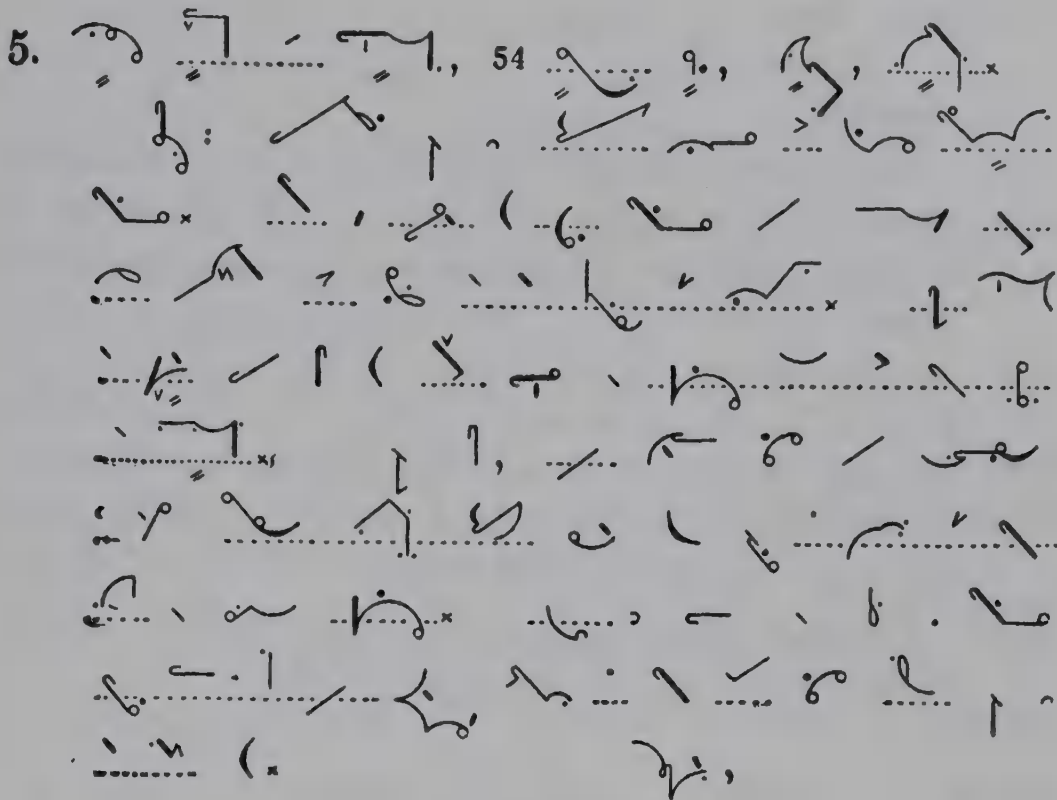
## PHRASES

\ by all ; | at all ; \ I believe.

## Exercise 39

Read, copy, and transcribe

1. . . . .
2. . . . .
3. . . . .
4. . . . .



### Exercise 40

*Write in Shorthand*

1. *It-is equally true that-the recent decreases in-the prices of-the cheaper fabrics are expected to-result in increased sales.*
2. *Extra care must be exercised by-all not to obstruct the passage of-the bills relating to-the labor problems now facing us.*
3. *Several members of-the college faculty expressed the belief that-it-was absolutely necessary to-take proper steps to-bring about harmony in-the ranks of capital and labor.*
4. *Our industry prospers because of-the direct methods we employ with purchasers. We tell-them only the truth when-we describe our products, and, as a result, the list of satisfied buyers grows larger and larger each week.*



5. Messrs. Peters & Blake,  
Battle, Alberta.

*Dear-Sirs :*

Since *you have* expressed a desire to know something of-our silk waists and dresses, *we-take-the-liberty* of inviting you to-our offices and salesrooms, at 65 Worth Street, *in-your* city. *We-shall-be-pleased* to show samples of-our styles for-*this* season. Our designs avoid all extremes in styles without any loss of-*charm*. Already record sales are reported by-*the* jobbers. Both wholesale and retail dealers are supplied at prices that-make a strong appeal to-*them*.

Please *acknowledge-the* receipt of-our catalog, which-*we-have-sent* to-you by parcel-post to-day.

Yours-truly,

#### SUMMARY

1. Hook *l*, added to straight strokes, is written with the left motion, and circle *s* is prefixed by writing the circle inside the hook.

2. Hook *r*, added to straight strokes, is written with the right motion, and the circles *s* and *sw* and the *st* loop are prefixed by writing the circle or loop on the *r* side of the straight stroke.

3. Strokes initially hooked for *l* or *r* are vocalized and read like single strokes.

4. A circle and hook occurring medially must both be shown.

5. A vowel may be indicated between an initial hook and a stroke consonant (*a*) by writing a small circle for a dot vowel, and (*b*) by writing a dash vowel-sign through the stroke consonant.

## LESSON IX

33. Initial Hook for R to Curves. A *small* initial hook, written inside the curve, adds *r* to the curves *f*, *v*, *th*, *TH*, *sh*, *zh*, *m* and *n*; thus,

(a) These double consonants are vocalized and read like single consonants. The circle *s* is prefixed to them as shown in the following illustrations—

(b) The double consonant *shr* is written *downward only*.

(c) The sign is employed for the representation of either *ng-kr* or *ng-gr*; as

(d) Words ending in *ng-r* are represented thus,

34. Initial Hook for L to Curves. A *large* initial hook, written inside the curve, adds *l* to the curves *f*, *v*, *th*, *TH*, *sh*, *m* and *n*; thus,

(a) The double consonant *shl* is written *upward only*.

(b) The explanations stated in paragraphs 31 and 32 with regard to the medial use of circles and hooks, the use of the hook or stroke for *l* and *r*, and the representation of intervening vowels, are applicable to the curved strokes as well as to the straight strokes.

(c) The following words illustrate the use of these double consonants. The circle *s* is prefixed in the manner shown.

foe, flow, float, flame; eve, evil, civil; peace, peaceful; oath, Ethel; pale, palatial; fish, official; Cam, camel; O'Donnell.

### Exercise 41

*Read, copy, and transcribe*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## Exercise 42

*Write in Shorthand*

1. Flowed, flap, flabby, flank, flanker, flare, flask, fledge.
2. Ash, usher, ushering, shrank, clasher, splasher, dasher.
3. Measure, treasure, closure, enclosure, leisure, leisurely.
4. Gram, grammar, climb, climber, schemer, claim, claimer.
5. Pawner, diner, joiner, keener, cleaner, thinker, stronger.
6. Savor, summer, sooner, dishonor, dishonored, dishonorable, external.
7. Eternal, penalty, final, manner, briefly, bravely, shimmer.
8. Pressure, brusher, shelves, shellac, shrivel, bushel, racial.
9. Nurse, nourish, ignores, north, shilling, enormous, personality.
10. Personnel, canal, revile, refill, tenure, small, snare.

35. **Alternative Forms.** The hooked forms  $\curvearrowright$  *fr*,  $\curvearrowright$  *vr*,  $\curvearrowleft$  *th r*,  $\curvearrowleft$  *TH r*, turned over to the right, are employed as alternative signs for these double consonants; thus,

$\curvearrowright$  *fr*,  $\curvearrowright$  *vr*,  $\curvearrowleft$  *th r*,  $\curvearrowleft$  *TH r*.

(a) When a sign for *fr*, *vr*, *th r*, *TH r*, etc., is joined to another stroke, that form is used which joins most easily. As a general rule, the left curve is joined to a stroke written *towards the left*, and the right curve when joined to a stroke written *towards the right*; thus,

$\curvearrowleft$  Jefferson,  $\curvearrowright$  average,  $\curvearrowright$  proffer,  $\curvearrowright$  cover,  
 $\curvearrowright$  covered,  $\curvearrowleft$  weather,  $\curvearrowright$  bother,  $\curvearrowright$  bothered.

(b) If the double consonant stands alone, the *left* curve is written if a vowel precedes, and the *right* curve if a vowel does not precede; thus,

$\curvearrowleft$  affray,  $\curvearrowright$  fray;  $\curvearrowleft$  ever,  $\curvearrowright$  verse;  $\curvearrowleft$  author,  $\curvearrowright$  throw.

(c) The signs  $\hookleftarrow$  *fl* and  $\hookleftarrow$  *vl* are also *turned over to the right*, to provide alternative signs for these double consonants. The right curves  $\hookrightarrow$  and  $\curvearrowright$  are used only *when following* — *k*, — *g*, — *n*, or the straight upstrokes thus,

$\curvearrowright$  *scuffle*,  $\curvearrowright$  *gravel*,  $\curvearrowright$  *novel*,  $\curvearrowright$  *rival*.

### Exercise 43

*Read, copy, and transcribe*

1.  $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$
2.  $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$
3.  $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$
4.  $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$   $\hookrightarrow$

### Exercise 44

*Write in Shorthand*

1. Frock, freak, frail, forgot, refreshed, floated, rivers.
2. Braver, brothers, hemisphere, atmosphere, marvel, frolic.
3. Flee, flight, flights, freezes, floats, offered, either.
4. Reflect, inflict, inflicts, removal, upheaval, flurry, flames.

### GRAMMALOGS

$\hookleftarrow$  *over*,  $\hookleftarrow$  *however*;  $\hookleftarrow$  *valuation*;  $\hookrightarrow$  *their* or *there*;  
 $\hookrightarrow$  *therefore*;  $\hookrightarrow$  *from*;  $\hookrightarrow$  *very*;  $\hookrightarrow$  *sure*;  $\hookrightarrow$  *pleasure*;  
 $\hookrightarrow$  *more* or *remark-ed*,  $\hookrightarrow$  *remarkable-y*,  $\hookrightarrow$  *Mr.* or *mere*;  
 $\hookrightarrow$  *nor*,  $\hookrightarrow$  *near*.

### PHRASES

$\hookrightarrow$  *they are*,  $\hookrightarrow$  *in our*.



## Exercise 45

*Read, copy, and transcribe*

1.

2.

3.

4.

## Exercise 46

*Write in Shorthand*

1. *In-our* haste *we-must* not *overlook* certain facts regarding-*the* enormous outlay involved if-*we* accept these proposals.
2. Through *our* system of weekly reports *to-the* home office *we-have* gathered enough evidence to assure us *that-there-will-be* no upheaval *in-the* ranks of-*our* workers for-some time.

3. Intense rivalry *in-the* automobile industry *has* resulted *this year in a* marvelous increase *in* business *for every-*body. *Although they-are all* highly pleased *with-the* figures, many dealers feel *sure* they-*will-be* doubled *next year.*
4. *Dear Mr. Frost :*

*We-have* received *your* note regarding *what you* term *an* unwarranted increase *in-the* tax *valuation* *of-your* property located at 36 Broad Street, *in-this* city. *You-may-be-sure* the figures *are* correct, *for-the* tax appraisers make *a very-careful* study *of-each* parcel *before-the* total *valuation* is arrived at. *The regular* method *of-procedure* was employed *in-your-*case, *and Mr. Frank Traynor,* the tax expert *in-our* office, is at *your* service *to-go over-the* entire problem *with you.*

Very-truly-yours, (94)

#### SUMMARY

1. A small initial hook adds *r* to curves; a large initial hook adds *l*.
2. There are alternative forms for *fr*, *vr*, *th r*, *TH r*, *fl* and *vl*.
3. *Sh r* is written downward only, and *sh l* is written upward only.

## LESSON X

36. **Final Hook for N.** A small final hook, written with the right motion, adds *n* to all straight strokes, and written inside the curves, adds *n* to curves. Whenever convenient, the *n* hook is used in the middle of a word also ; thus,

\ pay, \ pain, \ bane, | tone, | done, | chain,  
 | Jane, → cane, → gain, \ feign, \ vain, \ thin,  
 \ thine, | assign, | zone, \ shown, \ mine, \ nine,  
 \ line, \ earn, \ Rhine, \ wine, \ yawn, \ hone,  
 \ pining, \ punish, \ banish, \ dining, \ refinery.

### Exercise 47

*Write in Shorthand*

1. Pan, span, plain, planning, sprain, brown, train, strain.
2. Forgotten, restrain, sudden, coin, coining, cleaning, turn, begin, region.
3. Soften, remain, remaining, machine, assign, assigning, horn, earnest.
4. Linen, stolen, refine, earthen, refrain, discern, woven, varnish.
5. Discipline, plenty, obtaining, vanish, finished, furnish, furnished, fringe.

(a) A circle or loop written on the *n* side of a straight stroke includes the hook *n* ; thus,

\ pay, \ pain, \ pains, \ pun, \ puns, \ punster,  
 \ punsters ; | ten, | tense, | tenses ; | chain, | chains,  
 | chances, | chanced ; \ wince, \ winced, \ winces.

(b) The small circle is written inside the *n* hook attached to a curve, and adds the heavy sound of *z* only ; thus,

fine, fines ; van, vans ; assign, assigns ; moan, moans ; line, lines.

(c) The light sound *-ence*, after a curved stroke. The stroke *n*, with the circle or loop added, must be used in words like

fence, fences, fenced ; mince, romance, allowance.

### Exercise 48

*Write in Shorthand*

1. Pans, plans, explains, prance, prances, pranced, entrance, entrances.
2. Bones, ribbons, drains, residences, resistance, distances, regions, chances.
3. Wagons, weakens, burns, coupons, urchins, cleanses, against, appliances.
4. Refines, remains, earns, summons, frowns, shrines, horns, women's.
5. Evinced, prominence, alliance, allowances, finance, sciences, renounced, minces.

37. **Final Hook for F, V.** A small final hook, written with the left motion, adds *f* or *v* to straight strokes. The circle *s* is added to this hook as shown, and when convenient the hook is used in the middle of a word ; thus,

pay, pave, paving, paves ; braves, braving ; tough, deaf, define ; chafe, chafes ; cuff, cuffs ; gave, rave, raves ; wave, waves ; heave, heaves ; driving, proving.

(a) A stroke which is finally hooked may be halved to add either *t* or *d*. In such outlines the hook is read *before* the *t* or *d*; thus,

↘ pain, ↘ paint or pained, ↘ paints; ↘ fine, ↘ find, ↘ finds; ↘ wave, ↘ waft; ↘ raved.

38. Final Vowel Sound. Neither the hook *n* nor the hook *f-v* is used finally if a vowel sound follows—

↘ puny, ↘ coffee, ↘ funny, ↘ wavy, ↘ avenue.

(a) Intervening Vowels. Neither of these hooks is used if a vowel occurs between *n* or *f-v* and a following sound that is represented by a circle or a loop; thus,

↘ bones, but ↘ bonus, ↘ bonuses, ↘ bannister;  
 ↘ raves, but ↘ revise, ↘ revises, ↘ revised;  
 ↘ men's, but ↘ menace, ↘ menaces, ↘ menaced,  
 ↘ minister.

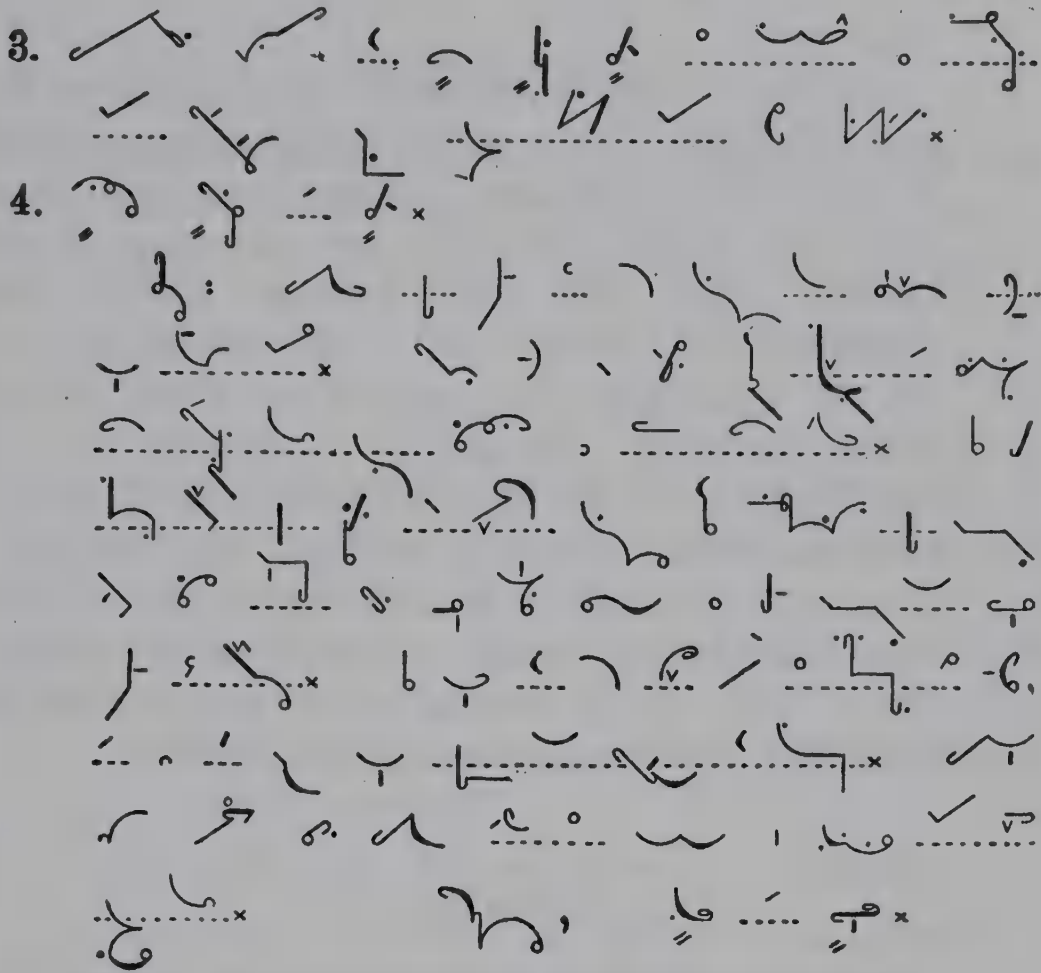
### Exercise 49

Read, copy, and transcribe

1. ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘
2. ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘
3. ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘
4. ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘
5. ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘
6. ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘
7. ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘







### Exercise 52

*Write in Shorthand*

1. *We-have signified our desire to appear before-the local authorities to state our opinion regarding-the proposed telephone and telegraph rates.*
2. *Oil producers have-been forced to-call on-their reserve supplies to-meet-the remarkable demand for gasoline by users throughout-the entire country.*
3. *We-have-been advised by our insurance agents that-you wish to-take advantage of-the liberal dividend returns offered in-our recent stock issue.*

## 4. Messrs. Evans &amp; Groves,

*Dear-Sirs :*

*We would-be ungrateful indeed if-we-did not accept your kind hint. As a direct result we-have planned a series of-trips for our salesmen which-will bring them into closer touch with our customers all-over Canada. Our men leave Toronto at-once with samples of-our advance lines. They-will explain to-you the reasons for-the apparent slackness we-have shown during-the past season. It-has-been one of-much stress for us, and we-are-inclined-to-think you-will make-the proper allowances when you hear our story. You-will-be-glad to-learn that-the new lines to be shown to-you have-been favorably received in-the northern states. They-are of splendid value, and are sold at prices that give us a very-low margin of-profit.*

*Yours-very-truly,*

## SUMMARY

1. The hook *n* added to straight strokes is written with the right motion, and the hook *f* or *v* with the left motion.
2. The hook *n* is written inside of curves.
3. A final circle or loop written with the right motion to straight strokes includes the hook *n*.
4. Circle *s* is written inside of hooks attached to curves.
5. After a curve the stroke *n* must be employed in the light sounds of *ence*, etc.
6. A stroke which is finally hooked may be halved for either *t* or *d*.
7. Hooks *n*, *f-v* are not used finally if the word ends with a vowel.

## LESSON XI

39. **Final Hook for SHUN.** A large final hook adds *shun* to curves or straight strokes ; thus,

*vision*, *visionary*; *nation*, *national*;
   
*mission*, *missioner*; *passion*,
   
*auction*, *traction*.

As indicated, the *shun* hook is used in the middle of a word whenever a good joining is obtained, and is always written inside of curves.

40. When attached to straight strokes it is written as follows—

(a) On the side opposite to an initial hook or circle; thus,

*oppression*, *repression*, *repletion*,
   
*Grecian*, *station*, *hesitation*, *section*,
   
*dissection*, *secretion*, *desecration*.

(b) Away from the curve when added to — or — following the curves or (up) as

*fiction*, *vacation*, *location*, *legation*.

These two rules have a balancing effect on the outlines and tend to preserve the straightness of the strokes.

(c) On the side opposite to the last vowel when added to a straight stroke which has no initial attachment; thus,

*potion*, *option*; *auction*, *caution*;
   
*operation*, *portion*.

(In such words the last vowel is indicated without actually writing the vowel-sign.)

(d) On the right side of the simple stroke  $| | /$  as  
*rotation*, *notation*, *addition*, *magician*.

Since the last vowel always occurs AFTER  $| | /$  in such words, there is no need to indicate that fact.

A stroke that is finally hooked for *shun* may be halved to add either *t* or *d*, as

*fashioned*, *motioned*

### Exercise 53

*Write in Shorthand*

1. Missions, missionary, infusion, invasion, solution, solutions, professional.
2. Permission, stipulation, suffusion, supervision, ammunition, elimination, orations.
3. Probation, traditions, inception, seclusion, hesitation, frustration, politicians, perfection.
4. Reduction, occasions, occasional, adoption, reparation, elections.
5. Eviction, vocations, vocational, imitation, magicians, rendition.
6. Partitioned, rationed, auctioned, occasioned, provisioned.

### GRAMMALOGS AND CONTRACTIONS

$\diagdown$  *public-sh-ed*,  $\diagdown$  *publication*;  $\diagdown$  *subject-ed*,  $\diagdown$  *subjective*,  
 $\diagdown$  *subjection*;  $\curvearrowright$  *signification*;  $\diagdown$  *subscribe-d*,  
 $\diagdown$  *subscription*;  $\curvearrowright$  *inform-ed*,  $\curvearrowright$  *inform-er*,  
 $\curvearrowright$  *information*;  $\wedge$  *represent-ed*,  $\wedge$  *representative*,  
 $\wedge$  *representation*.





2. Unfortunately *we-can* attach little or no *signification to-the* author's *representations of-his-own* book. *Our subscription and sales departments both report a very weak market for-it as yet.*
3. *Our informer, in-this-instance, is Mr. Frank Wiggins, the special news representative in foreign capitals. His impressions of-the last sessions of-the peace parley have won-the warm approbation of-the leading statesmen in foreign countries.*
4. Messrs. Jones & Smith,  
54 Spruce Avenue, Brandon, Manitoba.

*Dear-Sirs :*

*Your representative visited us yesterday, and gave us full information regarding your publications. We-were-not, however, ready at-the moment to subscribe for any of-these, though-we hope to-take several of-the new editions of-your older texts in a week or-two. Please express to us at-once four copies each of "The Dictionary of Education," "Public Finance," "Labor Representation on Public Bodies," and "Rational Psychology."*



*Kindly inform our Fiction Department as to-the best terms upon-which you-can supply gross lots of-your new novels "Woman in Subjection," by Armstrong, and "The Informer," by Brown. Yours very-truly, (118)*

41. SHUN following Circles S or NS and a Vowel. In words like *position* and *transition*, where the sound of *shun* follows the circle s and a vowel, *shun* is expressed by a small hook following the sweep of the circle ; thus,

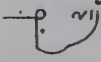

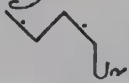
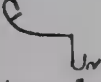
*pose, position ; sense, sensation ;*

*dispense, dispensation ; transitional.*

(Note that this hook is also used medially.)











First-place vowels do not occur between circle s and *shun*. Second-place vowels are read between circle s and *shun* when the hook is left unvocalized, as  *procession*,  *processional*; and third-place vowels are indicated by writing the vowel sign outside the hook. A final s circle may be written inside this hook; thus,











 *decision*,  *supposition*,  *suppositions*.











42. Words ending in *-uation* or *-uition*. The stroke *sh* and hook *n* are generally employed for these terminations, as in the words  *extenuation*,  *intuition*. It is permissible to use the large hook in  *perpetuation*,  *fluctuation*, and similar words, in order to avoid a too lengthy outline. There are comparatively few words of this class.











### Exercise 56











*Read, copy, and transcribe*











1.          

2.          

3.          

4.          

5.          

6.          












### Exercise 57

*Write in Shorthand*

1. Possession, procession, processional, physician, physicians.
2. Succession, taxation, vexation, secession, musicians.
3. Lotion, repulsion, expulsion, stipulation, stipulations.

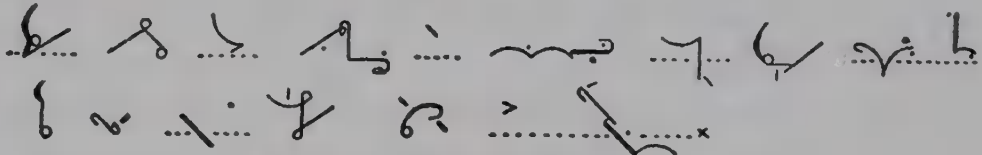
4. Ration, aberration, saturation, derision, negation.
5. Attrition, intrusion, intrusions, penetration, cushions.
6. Notation, mutation, exultation, laudation, logician.

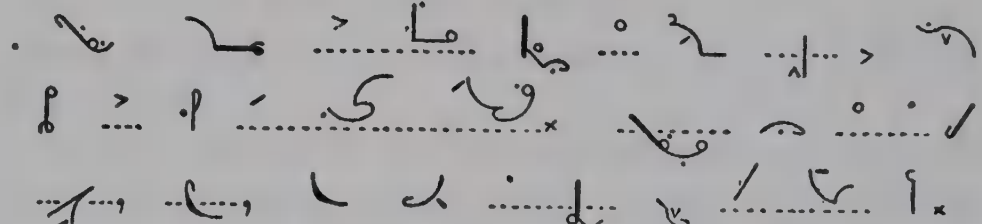
GRAMMALOGS AND CONTRACTIONS

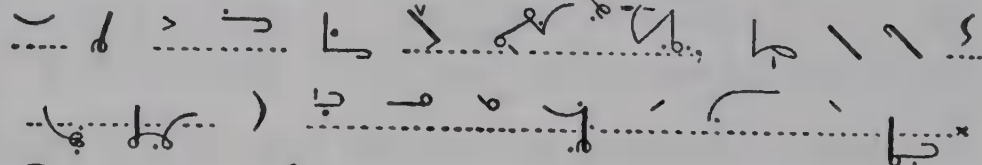
 *satisfaction*,  *satisfactory*;  *organization*,  
 *organize-d*;  *generalization*,  *justification*;  
 *responsible-ility*,  *irresponsible-ility*;  *circumstance*,  
 *circumstances*,  *circumstantial*.

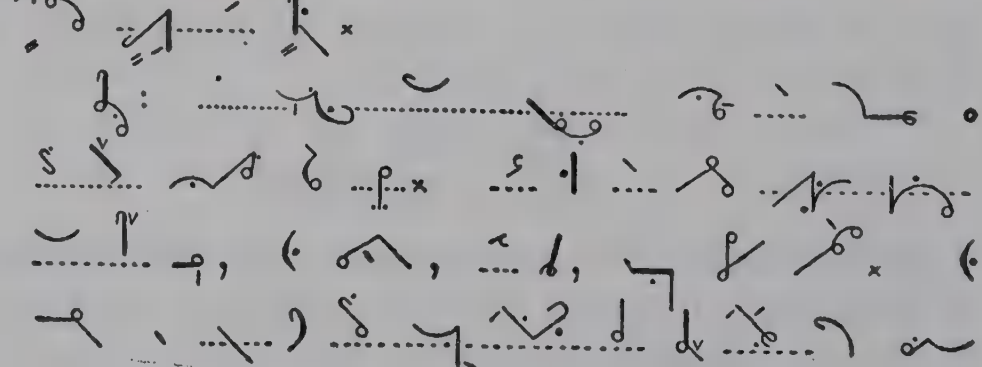
**Exercise 58**

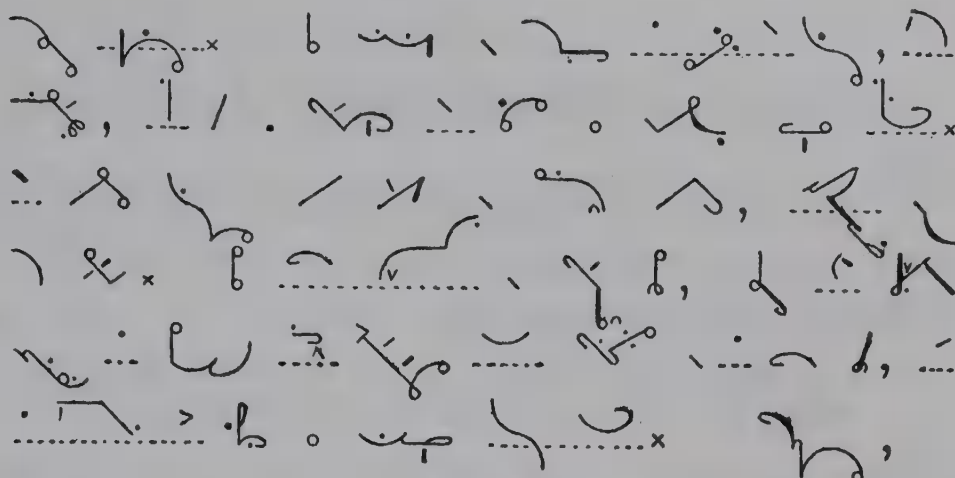
*Read, copy, and transcribe*

1. 

2. 

3. 

4. 



### Exercise 59

*Write in Shorthand*

1. Despite *the* accusations against *him and-the* strong chain of *circumstantial* evidence *which-was* forged by-*the* attorneys *for-the* prosecution, *the* prisoner's counsel felt little worry about proving *his* client's innocence.
2. *Circumstances* force us to *organize* a nation-wide movement *whose* purpose *it-will-be* to secure freedom for all political prisoners.
3. *The* final decision against *his* promotion *was-due to-his* irresponsibility, many-*instances* of-*which* had-*been* brought to-*their* attention on several different occasions.
4. *Dear-Sir :*

*We-regret to inform-you that your* application for admission to-*the* College of Physicians and Surgeons *has-been* denied. *It-is a* rule of-*our* organization, strictly enforced, *that when-the* slightest suspicion is cast upon *an* applicant, he-*may not be* permitted to pursue any studies at-*this* institution. *Your* references were *very-carefully* looked into, *and, much to-our* surprise, *we-received* certain *information* that reflects upon your integrity in no uncertain manner. *We-are-not* at liberty to disclose *this* information nor its source.

*Very-truly-yours,* (93)










## SUMMARY

1. A large final hook written inside of curves represents *shun*.
2. The *shun* hook attached to straight strokes is written *away* from an initial attachment, or from the last vowel if there is no initial attachment.
3. The *shun* hook is written on the right side of | | /
4. When following a circle *shun* is expressed by a small hook.
5. A third-place vowel between circle *s* and *shun* is indicated by writing the vowel-sign outside the hook. When left unvocalized a second-place vowel is to be read between the *s* and *shun*.
6. The large hook is sometimes used to represent *-uation* or *-uition*.








## LESSON XII

43. **Compound Consonants.** A large initial hook adds *w* to *k* and *g*; thus,

 *calm*,  *qualm*;  *quire*,  *Maguire*;  
 *request*,  *sequence*,  *linguist*.








These strokes are named *Kw* and *Gw* respectively.

(a) A small initial hook prefixes *w* to upward *l*; thus,

 *ell*,  *well*,  *unwell*,  *Stonewall*,  
 *woolens*,  *wealth*,  *wilts*.













This stroke is named *Wl*. The *w* hook is *always* read first.

(b) A large initial hook adds the aspirate *h* to *w* and *wl*; thus,

 *weep*,  *whip*;  *wail*,  *whale*;  
 *whispered*,  *wheels*,  *meanwhile*.


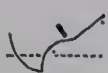

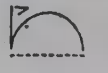
These strokes are named *Whay* and *Whl* respectively.

(c) Downward *l* or *r* is thickened for the addition of *r* preceded by any short vowel; *m* is thickened for the addition of *p* or *b*; thus,





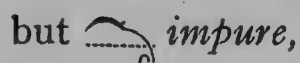
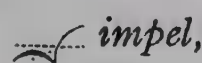


 *full*,  *fuller*;  *scale*,  *scaler*;  
 *share*,  *sharer*;  *Cam*,  *camp*;  
 *bamboo*,  *dampen*;  *hamper*,  *slumber*.

These strokes are named *Ler*, *Rer* and *Emp* or *Emb* respectively.

(d) *Ler* and *Rer* are used only where a downward *l* or *r* may be used when following another consonant sound. These consonants are not used, however, if a distinct vowel intervenes, or if a vowel follows the final *r*; as,















































 *failure*,  *foolery*,  *dealer*,  *toiler*.

(e) In words like *em-press*, *em-ploy*, *em-brace*, *em-blem*, where *pr*, *pl*, *br* or *bl* immediately follows *m* without an intervening vowel, write the *pr*, *pl*, *br* or *bl*, and not the thickened *m*; thus,

 *empress*,  *employ*,  *embrace*,  *emblem*,  
but  *impure*,  *impel*,  *embarrass*,  *embellish*.

### Exercise 60

*Read, copy, and transcribe*

1.       
2.      
3.       
4.      
5.       
6.      
7.       

### Exercise 61

*Write in Shorthand*

1. Cake, quake, quaker, queen, squire, square, squarer.
2. Squeal, squealer, quest, inquest, request, linguist.
3. Eel, weal, wealthy, well-known, welfare, unwell, wailed.
4. Wail, whale, whaling, whale-bone, weasel, whistle.

5. Nail, nailer, councillor, councillors, store, storer, storers.
6. Damp, hemp, trombone, clam, clamber, embody, embezzle.
7. Embargo, imposition, ambition, while, awhile, whine, whiff.

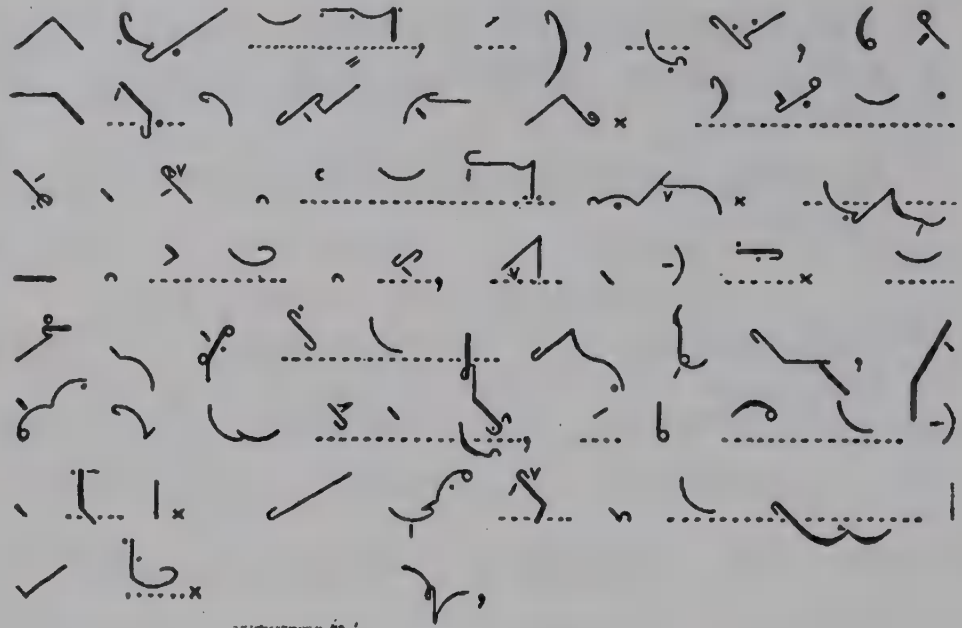
GRAMMALOGS AND CONTRACTIONS

important-ce,  
 improve-d-ment,  
 impossible,  
 improves-ments,  
 whether,  
 practice-d,  
 practicable,  
 especial-ly,  
 commercial-ly,  
 financial-ly,  
 questionable-ly.

**Exercise 62**

*Read, copy, and transcribe*

- 1.
- 2.
- 3.
- 4.



### Exercise 63

*Write in Shorthand*

1. Many *improvements* designed to add *to-the* welfare of *the* tenants *are to be found in-the* newer apartments now being built here.
2. Fully equipped *with all-the* necessary data, they began *an* intensive campaign against *the* imposition of high tariff rates *on* imported woollens. *Their* arguments were *very* embarrassing *to-the* opposition.
3. *Our* deliberations *on-the* ship subsidy bill *have-been* embodied *in-the* form of a set of resolutions. Copies *have-been* forwarded *to-our* representatives, *and* also *to-the* press for *publication*.
4. *Dear Mr. Fowler :*

*In-accordance with your inquiry, we-have* looked *into-the financial* standing of Mr. Thomas Wheeler, *and-his general* reputation *in commercial* circles. *We-regret to inform-you that* many *important* facts *have come to-light* which stamp him as a man of *questionable practices in-his* business dealings.



While he acts strictly *within his* legal rights, he does-not hesitate *to-employ* methods *that would-never* be resorted *to* by men *of unquestionable* integrity. He-has few intimate acquaintances or close friends, *and-they* evince little or no willingness *to-impart any information* about *him which-may-be* in *their* possession. *We* doubt *whether it-would-be* advisable *for-you* to entrust *to-his* care the affair you-mention.

Very-truly-yours, (126)

44. Omission of Consonants. To obtain briefer, or more facile outlines, certain medial consonants are omitted, as follows—




(a) *p* between *m* and *t* or *sh*; thus,

 *presumptive*,  *exemption*,  *resumption*.

(b) *k* or *g* between *ng* and *t* or *sh*; thus,

 *anxious*,  *sanction*,  *extinct*.

(c) *t* between circle *s* and another consonant; thus,




 *postpone*,  *testimony*,  *postage*.



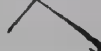
### Exercise 64

*Write in Shorthand*

1. Prompt, stamped, encamped, attempted, tempt, temptation.
2. Presumption, redemption, assumption, gumption.
3. Punctual, punctuation, puncture, junction, adjunct, extinction.
4. Perfunctory, precinct, succinct, distinction, function.
5. Postmaster, postponed, tasteful, tasteless, trustworthy, adjustment.
6. Honestly, restless, wasteful, trustful, listless, manifestly, optimistic.

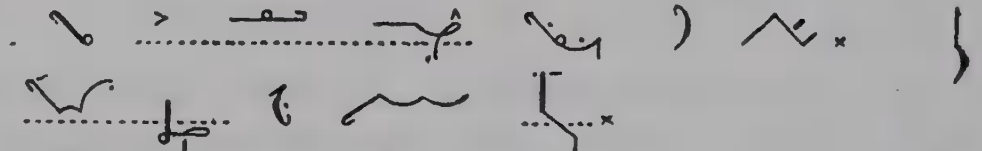
CONTRACTIONS

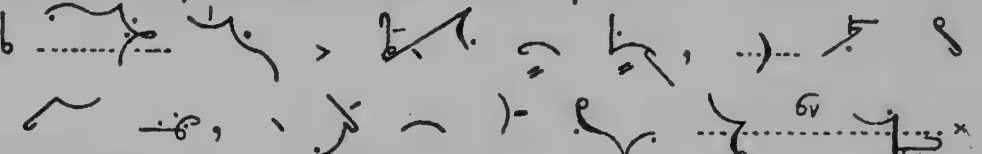
 uniform-ly-ity, 
  unanimous-ly, 
  executive,

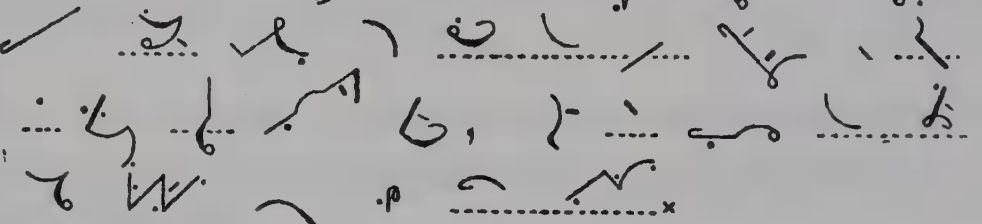
 defective, 
  republic, 
  republican.

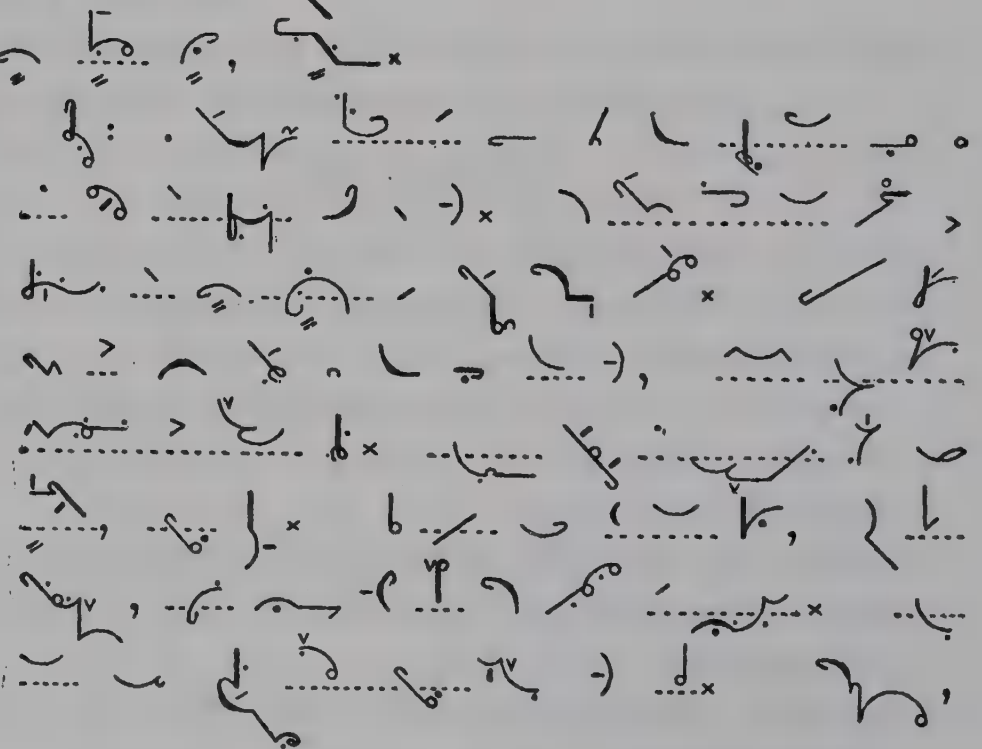
**Exercise 65**

*Read, copy, and transcribe*

1. 

2. 

3. 

4. 

**Exercise 66**

*Write in Shorthand*

1. *A defective wire was responsible for-the accident which resulted in so wasteful a loss of-property.*
2. *They honestly believe it-is a wasteful expense to incur, despite the opinions expressed by-the other executives.*
3. *It-would add to-your chances if-you-were to-reserve space in " Commercial Organization " next month.*
4. *We-are hampered by-the delay in-the delivery of-the sheets of-the " Life of Wellington " which-we require for-the new binding.*
5. *The Republican Party is aware of-the necessity for-the redemption of-their promises for tariff revision so freely offered before election.*
6. *Mr. John S. Hamilton :*  
*Dawson, Yukon.*

*Dear-Sir :*

*We-regret to-have to inform-you that-there-is-no justification for-the viewpoint you have-seen fit to adopt. You acted entirely on-your own responsibility in-the assumption that-we would sanction the prices you quoted without our authorization. It-is impossible for us to accept the loss involved. Was-it not distinctly impressed upon you that-we maintain a uniform scale of-prices for all of-our customers in every part of-the country? We-have firmly established ourselves on-that principle, and-we expect to-maintain our reputation as long as we remain in business. If any wrong impressions have-been left as a result of-your action, they-must be stamped out at-once.*

*Very-truly-yours, (131)*

## SUMMARY

1. *W* may be added to *k*, *g*, and prefixed to upward *l* by an initial hook.
2. The enlargement of the initial hook of *w* and *wl* indicates the aspirate.
3. *R* is added to downward *l* and *r* by thickening these letters.
4. *P* or *b* is added to *m* by thickening that letter.
5. *P*, *k*, and *g* may be omitted when only slightly sounded, and *t* may be omitted when it occurs between circle *s* and another consonant.

## LESSON XIII

45. **The Halving Principle.** The following rules have already been learned. Light strokes are halved to add *t*; heavy strokes are halved to add *d*; and any stroke may be halved to add either *t* or *d* when it occurs in a word of more than one syllable, when it is finally hooked, or when it has a joined final diphthong; thus,

(a) Strokes of unequal length must not be joined unless a sharp angle or an attachment intervenes. Full outlines therefore must be written in words like—

Occasionally the half-length is used, but it is disjoined to make it legible, as in—

(b) Half-length *t* or *d* immediately following stroke *t* or *d* is always disjoined; thus,

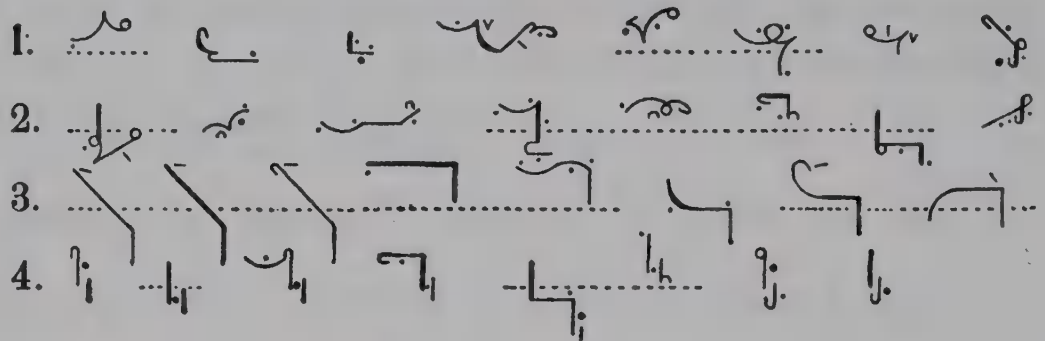


(c) There are only two positions for outlines consisting wholly of half-length forms, namely, *above* the line and *on* the line; thus,

$\overset{\curvearrowright}{\text{---}}$  *fight*,  $\underset{\curvearrowright}{\text{---}}$  *fate*,  $\underset{\curvearrowright}{\text{---}}$  *feet*;  $\overset{\curvearrowleft}{\text{---}}$  *light*,  $\underset{\curvearrowleft}{\text{---}}$  *late*,  $\underset{\curvearrowleft}{\text{---}}$  *lit*.

### Exercise 67

*Read, copy, and transcribe*



### Exercise 68

*Write in Shorthand*

1. Spectacle, scrutinized, voluntary, multiplied, warned, weakened, elegant, sweetened.
2. Legitimate, honored, inclined, destroyed, sheltered, subsisted, behaved.
3. Vacate, terminate, minute, locked, reared, adhered, mobbed, lashed.
4. Doubted, strutted, agitated, discredited, amputated, mistreated, liquidated.

### GRAMMALOGS

$\overset{\curvearrowright}{\text{---}}$  *accord-ing* or *according to*,  $\underset{\curvearrowright}{\text{---}}$  *cared*;  $\overset{\curvearrowleft}{\text{---}}$  *guard*,  $\underset{\curvearrowleft}{\text{---}}$  *great*;  
 $\overset{\curvearrowright}{\text{---}}$  *called*,  $\underset{\curvearrowright}{\text{---}}$  *equalled* or *cold*;  $\text{---}$  *gold*;  $\overset{\curvearrowright}{\text{---}}$  *cannot*;  
 $\underset{\curvearrowright}{\text{---}}$  *gentleman*,  $\underset{\curvearrowright}{\text{---}}$  *gentlemen*;  $\underset{\curvearrowright}{\text{---}}$  *particular*,  $\underset{\curvearrowright}{\text{---}}$  *opportunity*.

Exercise 69

Read, copy, and transcribe

1.

2.

3.

4.

## Exercise 70

*Write in Shorthand*

1. *According-to-the* rules of-our institution *we-are-not* at liberty to disclose *whether his* donation was voluntary or not.
2. *Our* business has multiplied enormously *during-the* past year, *and-we-now* find it necessary to-guard against too rapid an expansion.
3. *Mr. Quinn is-the* gentleman who suggested that with our present inadequate *financial* resources, *the* result of-our campaign is bound to be disastrous.
4. Messrs. Foote & Smart,  
Three Rivers, Quebec.

*Gentlemen :*

Kindly accept *our* thanks for-your check in payment of-our recent shipment to-you. If-we could possibly have avoided it, we would-not-have called-upon you for-such prompt payment. A copy of-our newest illustrated catalog has-been sent to-you to-day. *There-is-not-the* slightest doubt in-our minds that-it-will please you. The preparation of-this booklet has-been a great expense to us, but-we anticipate excellent results from it. You-will-find that some of-our prices have-been altered, in particular those for-the lace embroideries. These price changes were necessitated by-the uncertain labor market that exists in-our industry.

*Yours-very-truly,* (122)

46. The Consonants M, N, L, R, and the Halving Principle. These four light strokes are not only halved for *t*, but are also halved and thickened to add *d*; thus,

*mate, made ; neat, need ;*  
*tilt, tilled ; heart, hard.*

(a) The signs  $\curvearrowright$  *ld* and  $\curvearrowleft$  *rd* are always written downward, and are used without any regard to the rules for writing downward *l* or *r*. When a vowel occurs between *l-d* or *r-d*, the halving principle is not applied. Distinguishing outlines are thus obtained for pairs of similarly constructed words; as—

$\curvearrowright$  foiled,  $\curvearrowleft$  followed;  $\curvearrowright$  marred,  $\curvearrowleft$  married.

(b) When the sign  $\curvearrowleft$  cannot be joined easily to a stroke, the sound of *rd* is represented by the half-sized upward *r*, as in  $\curvearrowright$  lured,  $\curvearrowleft$  subordinate.

(c) The signs  $\curvearrowright$   $\curvearrowleft$   $\curvearrowright$  and  $\curvearrowleft$  must not be used if a vowel follows final *d*; thus,

$\curvearrowright$  mould but  $\curvearrowleft$  mouldy;  $\curvearrowright$  tarred, but  $\curvearrowleft$  tardy;  
 $\curvearrowright$  mud but  $\curvearrowleft$  muddy;  $\curvearrowright$  need but  $\curvearrowleft$  needy.

(d) The half-lengths  $\curvearrowright$  *rt* and  $\curvearrowleft$  *rts* must not stand alone, as they might be mistaken for  $\curvearrowright$  *should* or  $\curvearrowleft$  *and is*. Words like  $\curvearrowright$  write and  $\curvearrowleft$  writes are, therefore, written with the stroke *t* as here shown.

#### 47. The Consonant MP and NG and the Halving Principle.

The strokes  $\curvearrowright$  and  $\curvearrowleft$  are halved only when they are hooked, either initially or finally; thus,

$\curvearrowright$  hamper,  $\curvearrowleft$  hampered,  $\curvearrowright$  scampered;  $\curvearrowright$  impugn,  
 $\curvearrowleft$  impugned;  $\curvearrowright$  canker,  $\curvearrowleft$  cankered.

48. The Halving Principle in Phrasing. The halving principle is employed in phrasing to represent the words *it*, *not*, *word*, *would*; thus,

$\curvearrowright$  if it,  $\curvearrowleft$  if it is,  $\curvearrowright$  in which it is;  $\curvearrowright$  I am not,  
 $\curvearrowleft$  you are not,  $\curvearrowright$  you will not,  $\curvearrowleft$  you were not;  
 $\curvearrowright$  in these words,  $\curvearrowleft$  this would be.

**Exercise 71***Read, copy, and transcribe*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

**Exercise 72***Write in Shorthand*

1. Seemed, summed, resumed, unharmed, modify, streamed.
2. Reasoned, fastened, thousand, resigned, kindle, syndicate.
3. Failed, scaled, kneeled, rolled, held, world, ordinary, yield.
4. Tired, dared, assured, afford, hard, steered, standard.
5. Veiled, valid, unveiled, invalid, bowled, bullied.
6. Bored, buried, bard, borrowed, stored, storied.
7. Slurred, answered, referred, preferred, ventured, wintered,
8. Campaigned, lingered, tinkered, limbered, whimpered, impend.
9. Write, writes, route, routes, stampede, imbued, longed.



GRAMMALOGS AND CONTRACTIONS

ʃ build-ing; ʃ told; ʃ tried, ʃ trade or toward,  
 ʃ towards; ʃ third; ʃ short; ʃ spirit; ʃ hand,  
 ʃ under; ʃ yard, ʃ word; ʃ school, ʃ schooled;  
 ʃ immediate; ʃ expenditure.

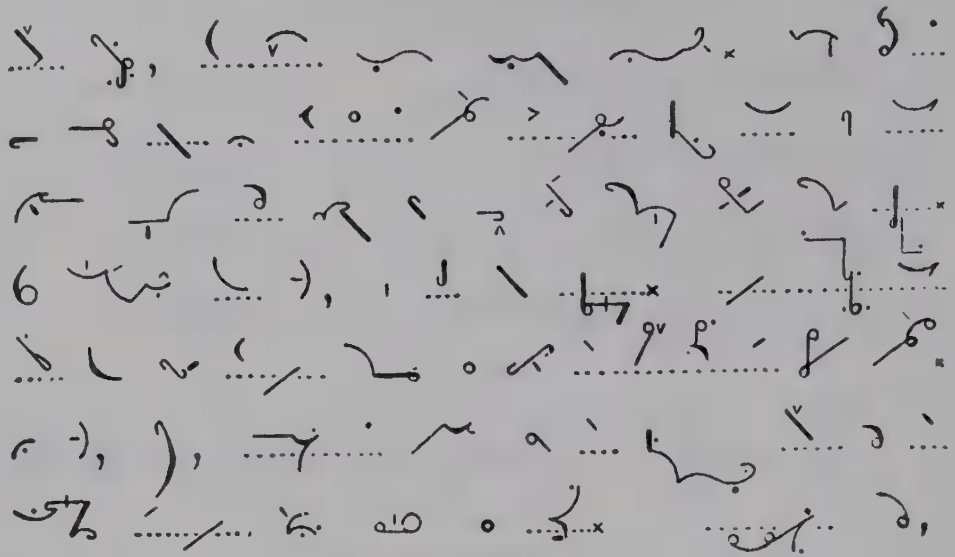
PHRASES

ʃ able to; ʃ had not or do not, ʃ did not.

**Exercise 73**

*Read, copy, and transcribe*

1. ʃ build-ing; ʃ told; ʃ tried, ʃ trade or toward,  
 ʃ towards; ʃ third; ʃ short; ʃ spirit; ʃ hand,  
 ʃ under; ʃ yard, ʃ word; ʃ school, ʃ schooled;  
 ʃ immediate; ʃ expenditure.
2. ʃ able to; ʃ had not or do not, ʃ did not.
3. ʃ able to; ʃ had not or do not, ʃ did not.
4. ʃ able to; ʃ had not or do not, ʃ did not.



### Exercise 74

Write in Shorthand

1. *We-are told that a syndicate has-been formed, and-have-been warned also that, in a short space of-time, exports to all parts of-the world in-our trade will-have to pass through its hands.*
2. *Bankers have ventured the opinion that, under-the present arrangement of deferred payments on-the huge loan made by-the United-States to foreign countries, business, in general, will show a revived spirit.*
3. *This is-the third-time we-have listened to-the sound arguments presented by our subordinates who-have tried very hard to-impress upon-us the absolute need of insurance protection for-the ordinary laborer as well as for-the skilled workers in-our factory.*
4. *Messrs. Trent & Holland.*

*Gentlemen :*

*Please-inform us immediately when-we-may expect-the lighting fixtures we ordered from-you on October 7 last for-the new apartment houses we-are-now building. According-to our understanding at that-time*

*you-were to-deliver them towards-the end of-that month, but-you failed to-do so. It-is distinctly understood, of-course, that-the delay was-not intentional on-your part, but-we-have received no word from-you and do-not-know your present plans. We-cannot afford-the heavy losses involved, and each day's delay adds enormously to-our expenses. Do-not hesitate to inform us if-you-are-not able-to-make immediate delivery, or by-the end of-this week, at-the very latest. We-feel assured that-you-will-not misunderstand our attitude under-the circumstances that now prevail.*

*Very-truly-yours, (147)*

#### SUMMARY

1. Light strokes are halved for the addition of *t* and heavy strokes for the addition of *d*.

2. A stroke may be halved for either *t* or *d*, (a) if it has a final hook or a finally joined diphthong ; (b) if it occurs in a word of more than one syllable.

3. Half-length *t* or *d* must be disjoined when immediately following a stroke *t* or *d*.

4. The curves  $\frown$   $\smile$   $\lrcorner$   $\rceil$  may be halved and thickened for the addition of *d*; but the half-lengths  $\lrcorner$   $\rceil$  may not be used if a vowel separates *l-d* or *r-d*.

5. The half-lengths  $\sloperight$ ,  $\sloperleft$  must not stand alone. Neither is it permissible to halve  $\frown$  and  $\smile$  unless they are hooked.

6. The words *it*, *not*, *word* and *would* may be indicated by the halving principle in phrasing.

## LESSON XIV

49. The Doubling Principle. Consonants are doubled in length to indicate the addition of *tr*, *dr*, or *TH r*; thus,

laughter, another, mother, lender,  
 impounder, scatter, rector, rectors,  
 tutor, powder, rafter, wonder.

(a) A final *s* circle is read *after* the termination *tr*, *dr*, or *TH r*, and a final *n* or *f-v* hook is read *before* the termination *tr*, *dr*, or *TH r*; thus,

voters, render, renders, rafters.




(b) Double-length downstrokes are written in one position only, through the line. Double-length horizontal and upstrokes are written in the usual manner.

### Exercise 75

*Write in Shorthand*

1. Fetter, elevator, swifter, voters, Easter, sister, shatters, smoother.
2. Motors, mother, centre, central, centralization, lighter, halter, builder.
3. Order, disorder, importer, charter, swelter, hoarder, warder, insulator.
4. Fender, vendor, thunder, inventors, remainder, cylinder, calendars.
5. Stockholder, freighter, diameter, leaseholder, householder, narrator, martyr.

50. The doubling principle must be applied to a straight stroke only when it follows a circle or stroke consonant,

or has an attached diphthong or a final hook. Therefore, in words like  *potter*,  *reader*,  *weather*, the syllable *tr*, *dr*, or *THr* must be written with the hooked forms, and not indicated by the doubling principle.



### Exercise 76



*Write in Shorthand*





1. Sceptre, sputter, sputters, sector, sectors, skater, skaters.
2. Ponder, spender, spenders, tender, tenders, plunder, plunders.
3. Binder, candor, render, surrender, wonder, rafter, wafter, hinder.
4. Drifter, grafter, squander, powder, doubter, prouder, pewter.
5. Chapter, imitator, protector, educators, duplicator, captors, indicator.

51. The character *mp* is doubled in length for the addition of *-er*; thus,

 *temper*,  *chamber*.

The double-length  is used in all cases *except* where *mpr-mbr* immediately follows an upstroke or the horizontal  *k*; thus,


 *amber*,  *sombre*,  *vampir*,  *thumper*;



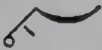
but  *slumber*,  *hamper*,  *cumber*,  *scamper*.

(a) The character *ng* is doubled in length for the addition of *-kr* or *-gr*; thus,





 *inker*,  *longer*.



The double-length  is used initially, and when following a circle or an upstroke ; thus,








 anchorage,  sinker,  hunger.

In all other cases the hooked form  is written ; thus,











 banker,  thinker,  finger,  conquer.

(b) The doubling principle is employed for the addition of *-ture* in a few common words like






 picture,  feature,  signature.

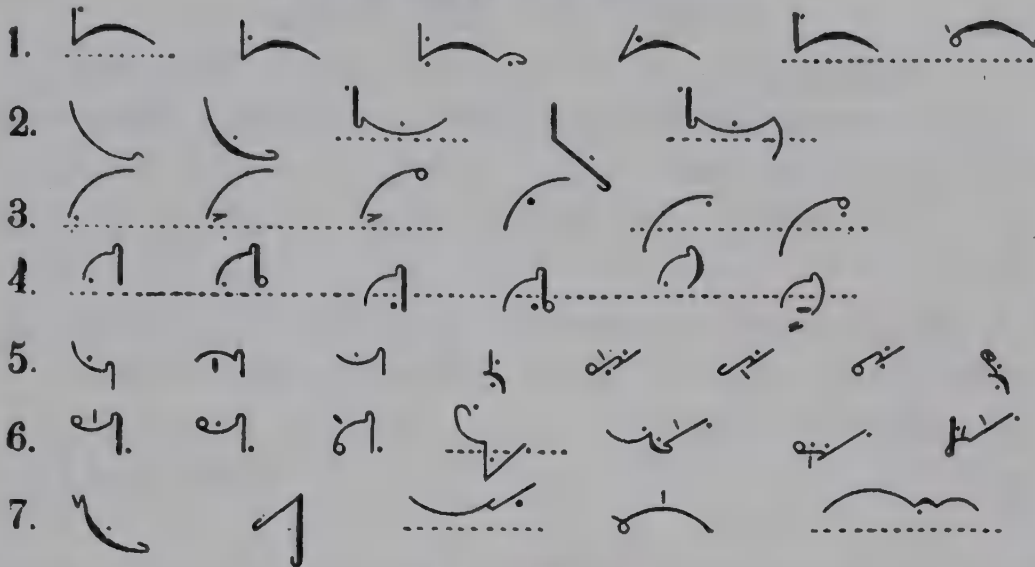
(c) When standing alone, the double-length *l* adds only the light sound *tr*, as in the words  alter,  letters. Words like  louder and  leather are written as here shown. In words like  entry,  powdery,  feathery, where a vowel follows final *tr*, *dr*, or *TH r*, the doubling principle is not employed.

52. Past Tenses. The halving principle is employed in past tenses ; thus,

 matter,  mattered ;  ponder,  pondered ;  
 render,  rendered ;  temper,  tempered ;  
 linger,  lingered.

53. The Doubling Principle in Phrasing. This principle is used in phrases to add the words *there*, *their*, *other* and *dear* ; thus,

 I am sure there is,  in their own way,  
 take their way,  for some other,  
 my dear sir.

**Exercise 77***Read, copy, and transcribe***Exercise 78***Write in Shorthand*

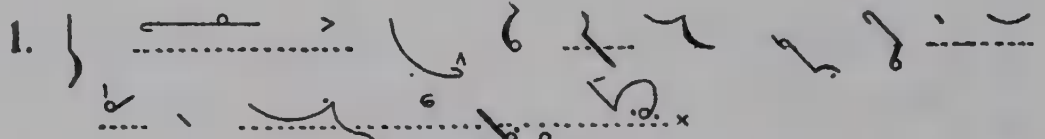
1. Bumper, jumper, timber, amber, Cumberland.
2. Scamper, scampered, hanker, hankered, drinker.
3. Nature, natural, naturalization, armature, armatures.
4. Lighter, lighters, louder, slaughter, slighter.
5. Ordered, muttered, squandered, encountered, altered.
6. Quandary, boundary, wintry, lottery, poultry, votary.
7. We-shall-be-there ; you-will-be-there ; has-been-there ;  
to-make-their ; in-their-opinion ; of-some-other.

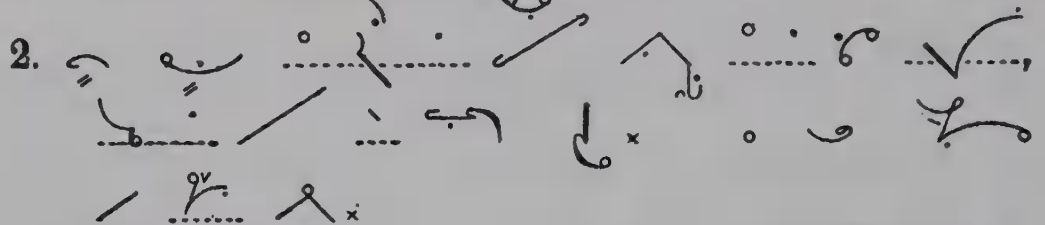
## GRAMMALOGS AND CONTRACTIONS

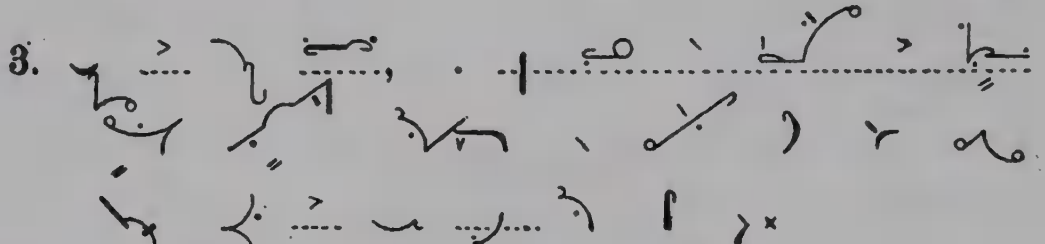
/ rather or writer, / wonderful-ly, / influential-ly ;  
 — character, — characteristic ; | interest ;  
 ^ respect-ed, ^ respectful, > prejudice-d-ial ;  
 ↓ advertise-d-ment L telegram ; L telegraphic ;  
 } arbitrate, } arbitrary, } arbitration ;  
 } discharge-d ; } certificate.

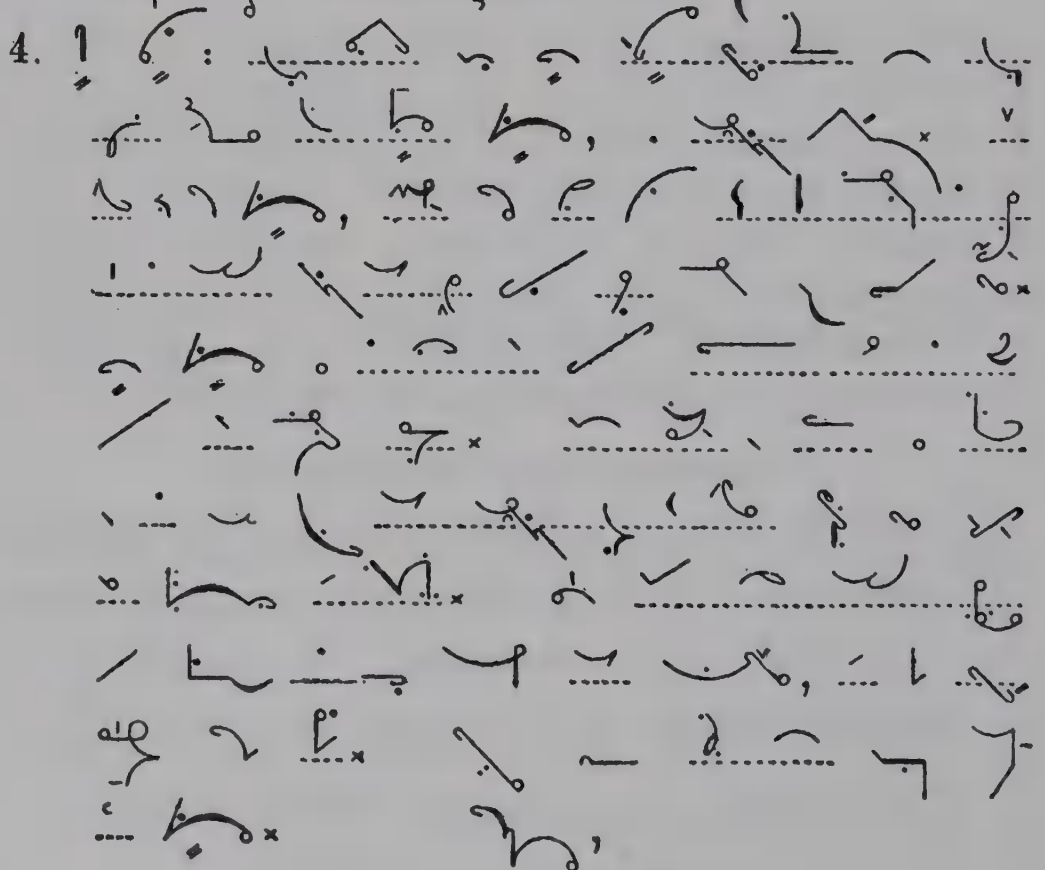
### Exercise 79

*Read, copy, and transcribe*

1. 

2. 

3. 

4. 

**Exercise 80**

*Write in Shorthand*

1. New rates, sanctioned by *the* Inter-Provincial Commerce Commission, for telephone messages, *telegrams and telegraphic* letters, were announced by *the* Bell Telephone Company, to take effect *immediately*.
2. *Although* *the* reporter's attitude was *very respectful*, Mr. Felter, *the* prosecutor *in* *the* famous murder trial, displayed evidences of ill-temper throughout *the* interview.
3. After *he* had discharged all *his* obligations to *the* numerous creditors of *the* firm, Mr. Anderson, in a special letter, announced that a new organization would be effected *immediately*.

4. Dear Mr. Chamberlain :

Every car owner should be interested in *the* latest models of *the* Porter six cylinder motor-car. Our engineers and designers have turned out a product that is *the* sensation of *the* motor world. Shareholders as well as directors of *the* corporation have expressed *the* opinion that these wonderful models will revolutionize *the* automobile industry. On all *our* models, the fenders and motor bonnet have been enameled by a new process that guarantees long wear, and gives *the* car a beautiful finish and appearance. The engine responds to *the* slightest touch of *the* accelerator. Orders have been received far beyond our present capacity, and *the* future of *the* "Porter Six" is fully assured. Come in and see it for yourself.

Very-truly-yours, (126)

## SUMMARY

1. The sound of *tr*, *dr*, or *TH r* is indicated by doubling a straight stroke which has an initial circle, a final hook or diphthong, or which follows another stroke.

2. Generally, curves may be doubled for the addition of *tr*, *dr*, or *TH r*; but (a) the curve  $\frown$  *mp* is doubled for the addition of *-er* only; and (b) the curve  $\smile$  *ng* is doubled for the addition of *-kr* or *-gr*.

3. The syllable *-ture* is indicated by doubling in a few common words.

4. Double-length *l*, standing alone, adds the light sound *tr* only.











5. The doubling principle is not employed when a vowel follows final *tr*, *dr*, or *TH r*.

6. In phrasing the words *there*, *their*, *other*, and *dear* are indicated by the doubling principle.



## LESSON XV




54. Prefixes. The prefix or syllable *con-*, *com-*, or *cum-*, is indicated by a light dot written first at the *beginning* of an outline, or by writing two consonants close to each other ; thus,


*commence*, 
*recommence*, 
*connected*,  

*disconnected*, 
*comply*, 
*you will comply*,  

*content*, 
*I am content*, 
*recognize*, 
*recognition*.

The last two illustrations show how *cog-* is represented in the middle of a word.

(a) In words beginning with the dot *com-* or *con-* the position of the outline is governed by the first vowel after the prefix ; thus,


*conspire*, 
*confuse*.

(b) *Accom-* is expressed by a joined or disjoined *k* ; thus,  

*accommodation*, 
*accommodate*, 
*accomplish*.

(c) *Intro-* is expressed by double-length *n*, the sign being joined where convenient ; thus,


















*introduce*, 
*introduces*.

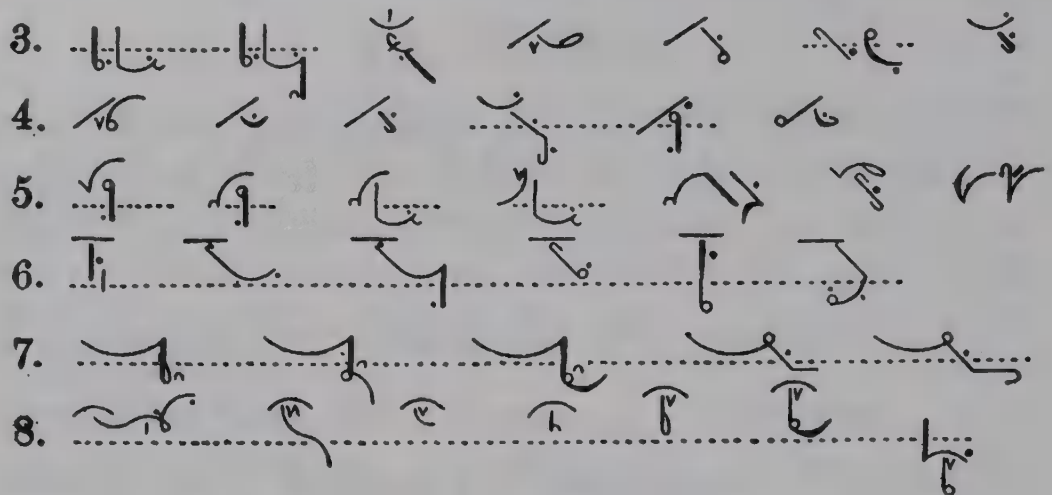
(d) *Magna-*, *magni-*, or *magne-* is expressed by a disjoined *m* ; thus,


*magnanimous*, 
*magnify*, 
*magnetize*.

### Exercise 81

*Read, copy, and transcribe*

1. 







2. 










### Exercise 82




*Write in Shorthand*

1. Control, controlling, comprise, comprised, compound, complicate, compassion, compel, compelled.
2. Complain, complained, consisted, consists, compensate, consoled, compulsory, concur.
3. Disconnect, disconnected, incomplete, circumnavigation, circumspect, recognition.
4. Inconstant, uncontrolled, incompleted, *over-confident*, recommendation, misconception.
5. *And-the-contents*, *if-the-committee*, *their-conduct*, *I-must-consider*, *we-have-their-complaint*.
6. Accomplished, accomplishment, accomplisher, accompanies, accomplices.
7. Introspected, introspective, introvert, introductory, introductory.
8. Magnificent, magnificence, magnificently, magnetizer, magnifying, demagnetized.

(e) *Self-* is indicated by a disjoined small circle, and *self-con-* is indicated by writing the circle s in the place of the "con" dot; thus,


*self-defence*, 
 *self-love*, 
 *self-control*,  
*self-conscious*.








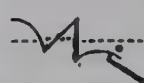
(f) *In-*, when preceding the circled letters  $\uparrow$   $\circ$   $\circ$ , is expressed by a small hook written in the direction of the circle which it precedes; thus,

 *instructed*,  *inscriber*,  *inhabit*.





(g) *Trans-* may be contracted in many words by omitting the *n*; thus,

 *transfer*,  *translator*,  *transmission*.

55. **Negative Words.** When the prefix *in-* signifies *not*, it is always expressed by the stroke *n*, as in  *inhuman*. Other negative words are distinguished from the positive by repeating the first consonant; thus,








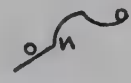

















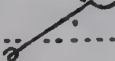



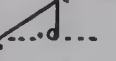









 *legible*,  *illegible*;  *moderate*,  *immoderate*;  
 *necessary*,  *unnecessary*  *redeemable*,  
 *irredeemable*.

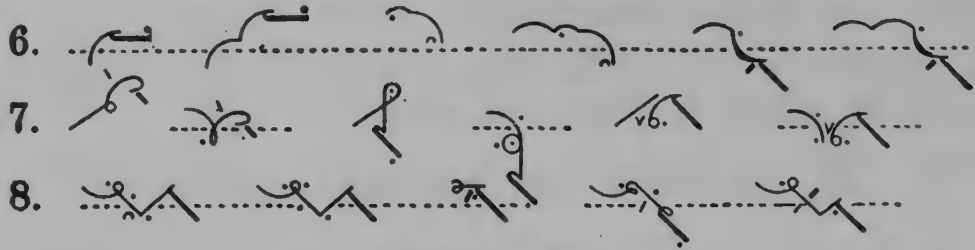
Where the outline for the negative word differs from that written for the positive, repetition of the first consonant is unnecessary; thus,

 *resolute*,  *irresolute*;  *limited*,  *illimited*.

### Exercise 83

*Read, copy, and transcribe*

1.         
2.      
3.        
4.        
5.        



### Exercise 84

*Write in Shorthand*

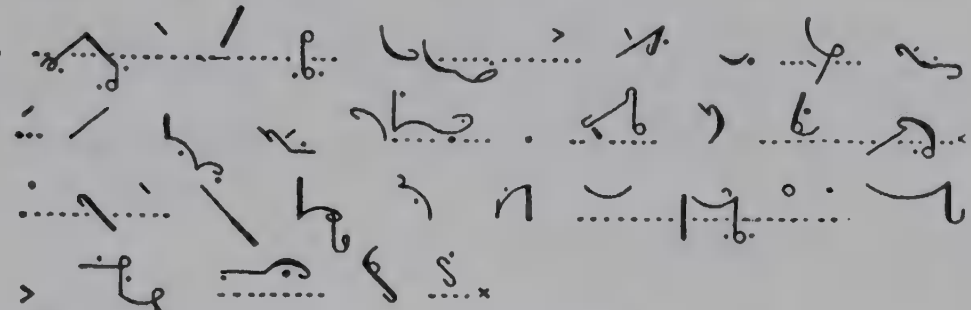
1. Self-same, self-adjusting, self-satisfied, self-praise, self-protection, self-sacrifice, self-support.
2. Self-condemned, self-complacent, self-conceit, self-congratulation, self-content, self-convicted.
3. Instructress, instruments, instructs, inscriber, inscroll, inscriptive.
4. Inhaler, inheritable, inhibit, inhibition, inhabitation, inhabited.
5. Transplant, transport, transported, transpose, transposition, transmute, transmutation.
6. Legitimate, illegitimate, mortal, immortal, induced, uninduced, rational, irrational, nerved, unnerved, measurable, immeasurable.
7. Limitable, illimitable, relative, irrelative, relevant, irrelevant.
8. Inhuman, inhumanity, inhospitable, inhumanly.

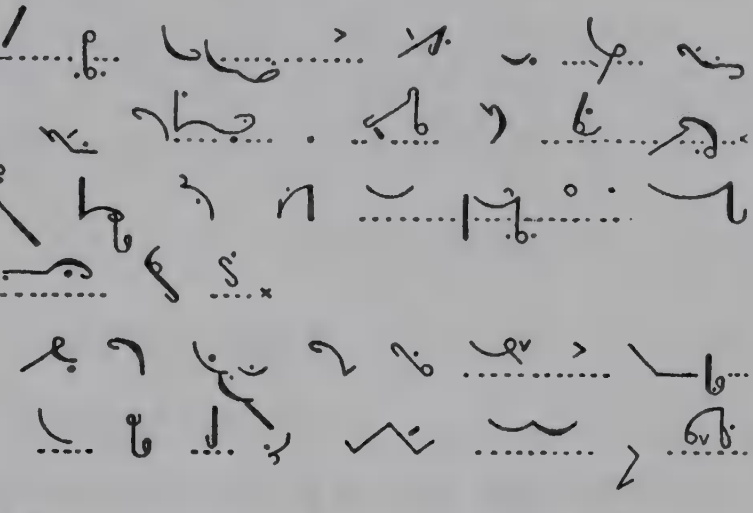
### GRAMMALOGS AND CONTRACTIONS

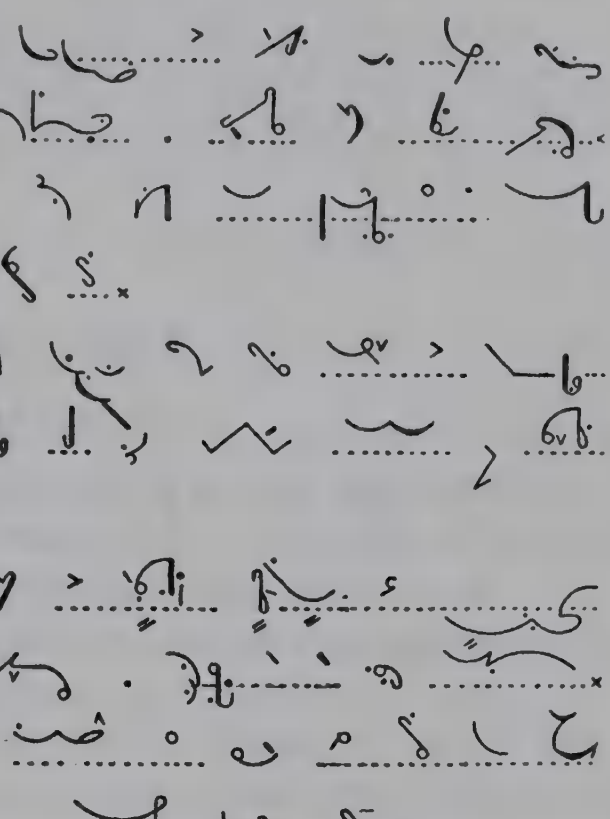
\ peculiar-ity, \ probable-ly-ility, † instructive,  
 † instruction, † inconsiderate, † enlarge, † enlarged,  
 † enlargement, † selfish-ness, † inscribe-d, † inscription,  
 † production, † reproduction, † objection,  
 † introduction, † demonstrate, † demonstration.

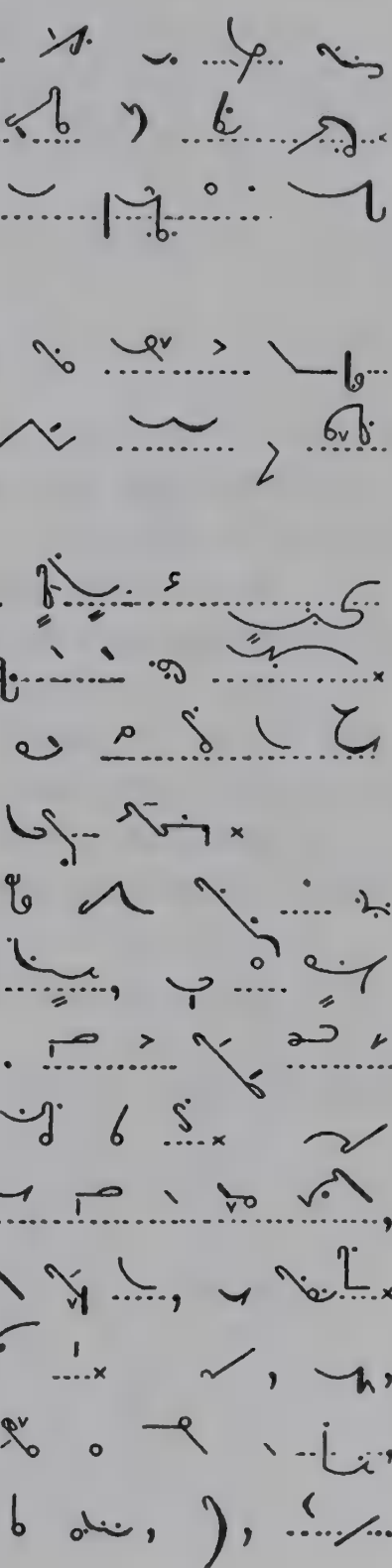
### Exercise 85

*Read, copy, and transcribe*

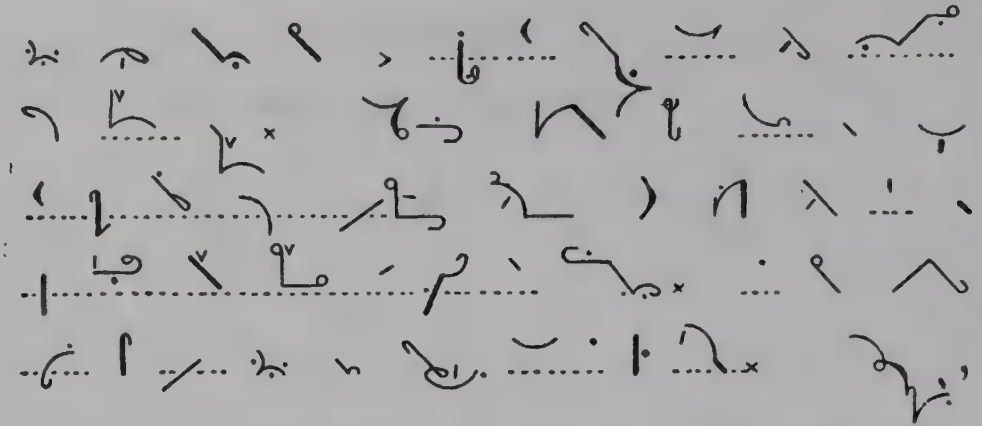
1. 

2. 

3. 

4. 





### Exercise 86

*Write in Shorthand*

1. Among-*the* charges preferred against *the* inspector were-*the* following : *that-he-was* exceedingly selfish and-*inconsiderate* and-*that-he* lacked-*the* self-possession and self-control so essential *to-the* proper conduct of-*the* office he held.
2. If-*you-will* grant us *an* interview, *we-shall-be-pleased* to demonstrate *to-your* complete satisfaction that our machines will-*do all-that-is* claimed for-*them*.
3. Photographic reproductions of-*the* inscriptions were transmitted *to* scientists *all-over-the* world, but only after considerable effort were they satisfactorily deciphered.
4. Mr. Joseph Manning.



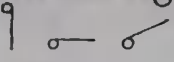
*Dear-Sir :*

*Under-the peculiar-circumstances you-mention in-your* communication of-*the* 15th instant, *we-are-not* at-*all* surprised at-*the* attitude you have assumed. *We-do-not* wish to enlarge upon *this*, but-*we-do* take exception to condemnation *without* reasonable consideration of *the* explanation we offer. *In-all-probability* the unsatisfactory service rendered by-*the* machine is due *to-some* slight fault easily remedied. *There-is-*

no *justification for-your* consistent refusal *to-permit* us *to-make* a thorough examination *to* determine *the* exact cause *of-the-trouble*. *As a* matter *of* self-protection, *if-the* fault lies *in-the* construction *of-the* machine, *we-want* to know *it*. *We-are* confident *of* adjusting-*the* matter *to-your* complete *satisfaction* *if-you-will* permit us *to do-so*.

*Very-truly-yours,* (137)

### SUMMARY

1. The prefix *con-*, *com-* or *cum-*, is indicated by a light dot or by writing two consonants close to each other.
2. The medial sound of *cog-* is represented by disjoining the stroke which follows the syllable.
3. (a) A joined or disjoined — represents *accom-*.  
 (b) A joined or disjoined  represents *intro-*.  
 (c) A disjoined  represents *magna-e-i-*.  
 (d) A disjoined circle represents *self-*. Written in the place of the *con* dot, it represents *self-con-*.
4. A small hook written with the right motion represents *in-* before the circle letters 
5. The letter *n* may generally be omitted in the prefix *trans-*.
6. Where necessary a negative word may be distinguished from a positive by repeating the first consonant.
7. When *in-* means *not*, it is always represented by the *n* stroke.

## LESSON XVI

56. **Suffixes and Word-endings.** Where the stroke  $\curvearrowright$  cannot be conveniently employed, the suffix *-ing* is expressed by a light dot, and the plural *-ings* by a light dash ; thus,

$\curvearrowright$  plotting,  $\curvearrowright$  plottings ;  $\curvearrowright$  winning,  $\curvearrowright$  winnings.

(a) *-lity* or *-rity*, preceded by any vowel, is expressed by disjoining the preceding stroke ; thus,

$\curvearrowright$  durability,  $\curvearrowright$  finality,  $\curvearrowright$  regularity,  $\curvearrowright$  majority.

### Exercise 87

*Write in Shorthand*

1. Dealing, mutilating, convincing, entertaining, warming, trusting, warning.
2. Playing, irritating, hearing, securing, plotting, frustrating, illustrating.
3. Crediting, ordering, lending, completing, deserving, turning.
4. Cautioning, condensing, posting, mustering, glancing, requesting, renting.
5. Clippings, scrapings, borings, winnings, mornings, sweepings.
6. Acceptability, adaptability, popularity, fatality, futility, vitality.
7. Frivolity, generality, hostility, liberality, illegality, mortality, plurality.

(b) *-logical-ly* is indicated by a disjoined / j, as in the words

$\curvearrowright$  mythological,  $\curvearrowright$  biological.

(c) *-ment* is contracted to  $\smile nt$  when the sign  $\smile$  cannot be easily joined, and *-mentally-ity* is expressed by a disjoined  $\smile$ ; thus,

$\smile$  *resentment*,  $\smile$  *imprisonment*,  
 $\smile$  *refinement*,  $\smile$  *instrumental*,  $\smile$  *documental*.

(d) *-ship* is expressed by a joined or disjoined  $\smile sh$ , and *-fulness* and *-lessness* or *-lousness* are respectively expressed by a disjoined  $\smile$  and  $\smile$ ; thus,

$\smile$  *hardship*,  $\smile$  *citizenship*,  $\smile$  *carefulness*,  
 $\smile$  *carelessness*,  $\smile$  *sedulousness*.

(e) *-ward* or *-wart*, and *-yard* are expressed by a half-sized *w* and *y* respectively; thus,

$\smile$  *backward*,  $\smile$  *stalwart*,  $\smile$  *brickyard*.

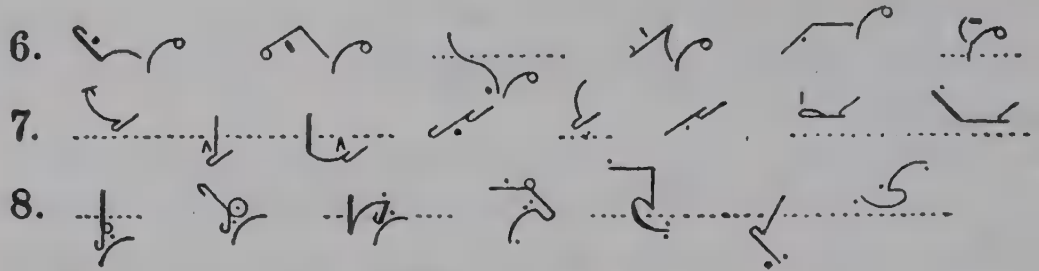
(f) *-ly* is represented by the stroke *l* (disjoined where necessary) and in some cases by the hooked form; thus,

$\smile$  *deeply*,  $\smile$  *smoothly*,  $\smile$  *loosely*,  $\smile$  *easily*,  
 $\smile$  *instantly*,  $\smile$  *friendly*.

### Exercise 88

Read, copy, and transcribe

1.  $\smile$   $\smile$   $\smile$   $\smile$   $\smile$
2.  $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$
3.  $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$
4.  $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$
5.  $\smile$   $\smile$   $\smile$   $\smile$   $\smile$   $\smile$



### Exercise 89

*Write in Shorthand*

1. Astrological, ethnological, philological, mineralogical.
2. Imprisonment, commencement, enlistment, accompaniment, preferment, effacement.
3. Supplement, supplemental, experiment, experimental, department, departmental, sacrament, sacramental, fundamental.
4. Directorship, courtship, midship, trusteeship, wardship, editorship.
5. Lawfulness, rightfulness, spitefulness, trustfulness, usefulness.
6. Sleeplessness, tastelessness, friendlessness, lawlessness, zealousness, scrupulousness.
7. Upward, Edward, awkward, *inward*, rearward, skyward, schoolyard, shipyard.
8. Prudently, stringently, evenly, faintly, rightfully, possibly, physically.

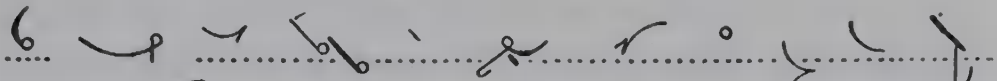

### CONTRACTIONS


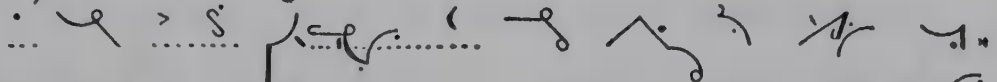


✎ nevertheless, † notwithstanding, ∨ perform-ed,  
 ∨ performs-ance, ∪ efficient-ly-cy, ∪ sufficient-ly-cy,  
 ∪ deficient-ly-cy, ∨ proficient-ly-cy, ∩ inspect-ed-ion,  
 ✎ expensive, † distinguish-ed, ∩ relinquish-ed,  
 ∩ appointment, ∩ emergency.







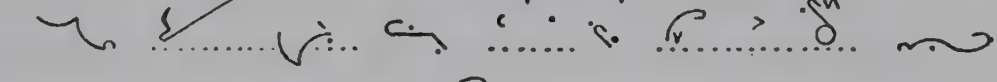
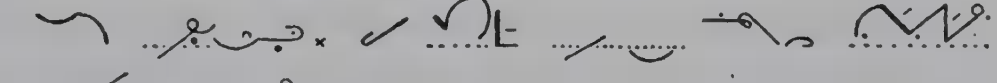
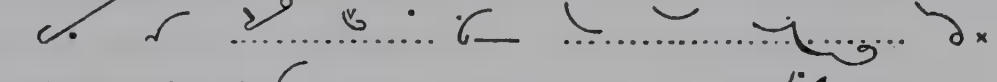
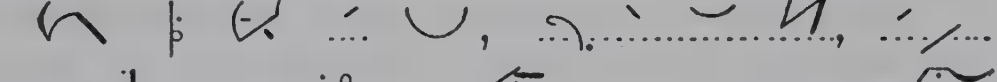
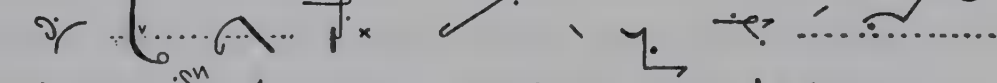
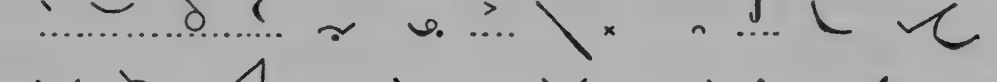
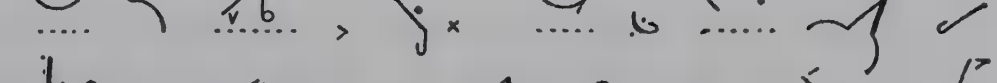

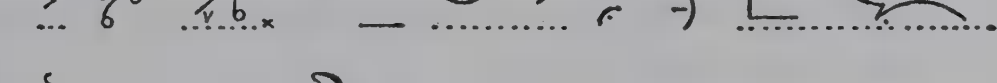
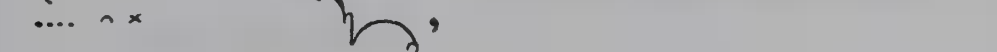
Exercise 90

Read, copy, and transcribe

1.  

2.    

3.  

4.            

**Exercise 91**

*Write in Shorthand*

1. *The Tax Department has several vacancies for men who-are proficient in accounting and auditing. They-must also-be sufficiently well-versed in-the Income Tax Law to-recognize attempted evasions because of technicalities.*
2. *It-was suggested that a minority report be submitted opposing-the recommendations agreed upon by-the majority of-the members of-the finance committee.*
3. *Notwithstanding-the speaker's popularity it required considerable resourcefulness on-his part to convince his hearers of-the feasibility and practicability of establishing a motion picture censorship.*
4. *Dear Mr. Winters :*

*The Standard Construction Company of Winnipeg, Manitoba, has consulted us as-to-the advisability of instituting suit against you for-the recovery of certain documents, now in-your possession, which-are-the property of-our-clients. We-have-been informed that-you have refused to-relinquish them, notwithstanding-the repeated requests made by our-clients. We strongly urge-the settling of all disputes out-of court, so-as-to avoid expensive litigation, and-we-do-not entertain-the slightest doubt as-to-the possibility of-such a settlement in-the-present-instance. It-seems self-evident to us that-the application of a little common-sense on both sides ought to-set matters right in a very-short time. Will-you kindly let us know when-we-may interview you regarding-the-matter ?*

*Very-truly-yours, (139)*

## SUMMARY

1. A light dot is employed for  $\smile$  and a light dash for  $\smile$  where the stroke form cannot be written easily.
2. (a) *-lity* or *-rity*, preceded by any vowel, is expressed by a disjoined stroke.
- (b) *-logical-ly* is expressed by a disjoined /
- (c) *-ment* is expressed by a joined  $\smile$
- (d) *-mental-ly-ity* is expressed by a disjoined  $\smile$
- (e) *-ship* is expressed by a joined or disjoined  $\smile$
- (f) *-fulness* and *-lessness* or *-lousness* are expressed by a disjoined  $\smile$  and  $\smile$  respectively.
- (g) *-ward* or *-wart* and *-yard* are expressed by half-length *w* and *y* respectively.
3. The suffix *-ly* is disjoined in some words and in others the termination is expressed by a hooked form.

## LESSON XVII

57. **Consecutive Vowels.** Two consecutive and separately pronounced vowels are expressed by a small angular sign called a *diphone*, as follows—

The sign  $\nu$  represents a dot vowel followed by any other vowel, and the sign  $\uparrow$  represents a dash vowel followed by any other vowel. The first vowel sound in the combination determines the place of the sign ; thus,

(a) The angular sign  $\nu$  is also used to represent the consecutive vowels in the small class of words like

(b) In proper names, where the distinction is necessary, separate vowel signs are employed ; thus,

### Exercise 92

*Read, copy, and transcribe*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**Exercise 93**

*Write in Shorthand*

1. Clay, clayey, saying, crayon, sprayer, obeyer, aeroplane, aeronaut.
2. Ideal, gaudier, gaudiest, associate, association, experience, experiences, experienced.
3. Reconciliation, audience, champion, myriad, acquiesce, appropriate, appropriation, creation.
4. Co-operate, co-operation, co-operative, poet, heroic, coercion, co-ordinate, co-ordination.
5. Affluent, bluish, ruinously, wrongdoer, undoing, jewelry, cruelty.
6. Exhaust, exhaustion, digestion, medallion, companion.

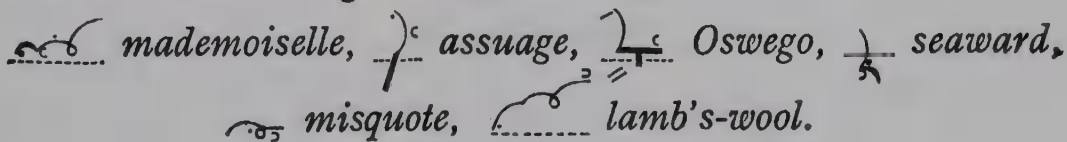
58. **Medial Use of Semicircle.** The use of the right semicircle  $\smile$  as an abbreviation for *w* initially with the strokes  $\text{—} \text{—} \text{—} \text{—}$  and  $\text{—} \text{—}$  is explained in Lesson 6, paragraph 23. The strokes  $\text{—} \text{—}$  and  $\text{—} \text{—}$  should be included with them.

The semicircle is used *medially* also as follows—

(a) A *left* semicircle represents the combination of *w* and a *dot* vowel, long or short.

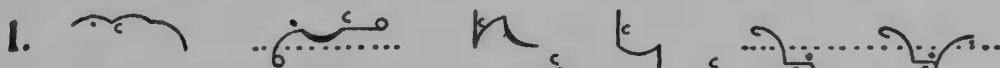

(b) A *right* semicircle represents the combination of *w* and a *dash* vowel, long or short.

These semicircles are written in the *place* indicated by the vowel following the *w*; thus,

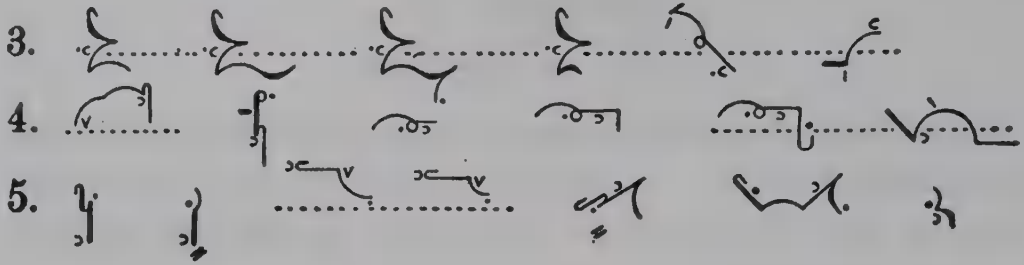
 *mademoiselle*, *assuage*, *Oswego*, *seaward*,  
*misquote*, *lamb's-wool*.

**Exercise 94**

*Read, copy, and transcribe*

1. 
2. 





**Exercise 95**

*Write in Shorthand*

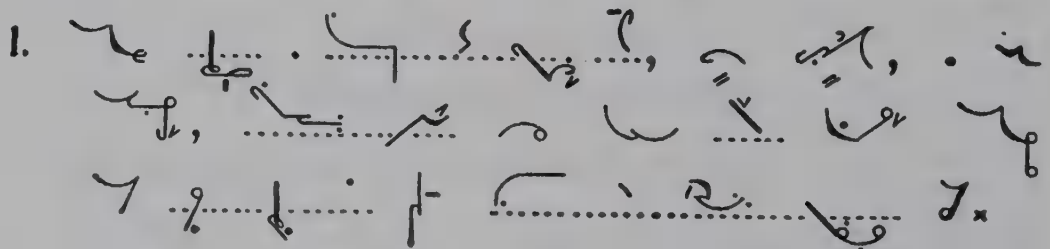
1. Subsequent, subsequently, Harwell, twelfth, reservoir.
2. Sandwich, twaddle, frequenter, frequenting, unfrequented.
3. Quality, qualification, breakwater, woodwork, stonework.
4. Windward, guesswork, groundwork, *overwork*, *overworked*.

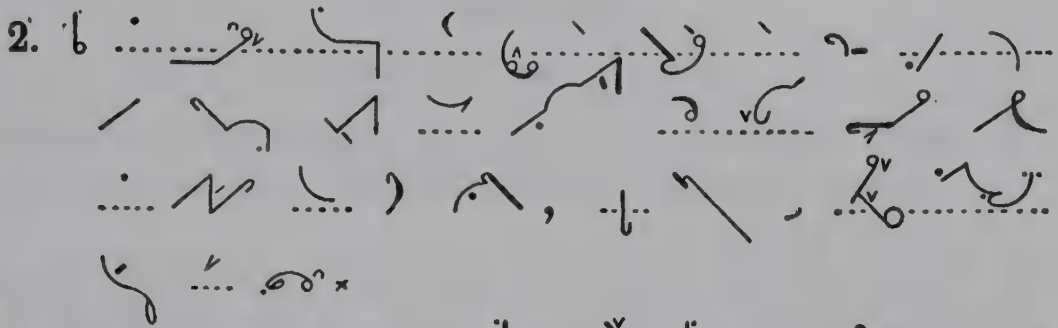
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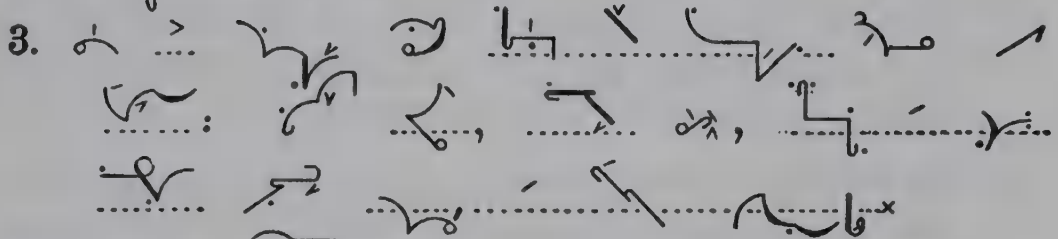
- proportion-ed*, *proportionate-ly*; *description*;  
*capable*; *electric*, *electrical*, *electricity*;  
*magnetic-ism*; *individual-ly*; *whatever*, *whenever*,  
*intelligent-ly*, *intelligence*, *intelligible-ly*;  
*investigation*, *investment*, *Parliamentary*.

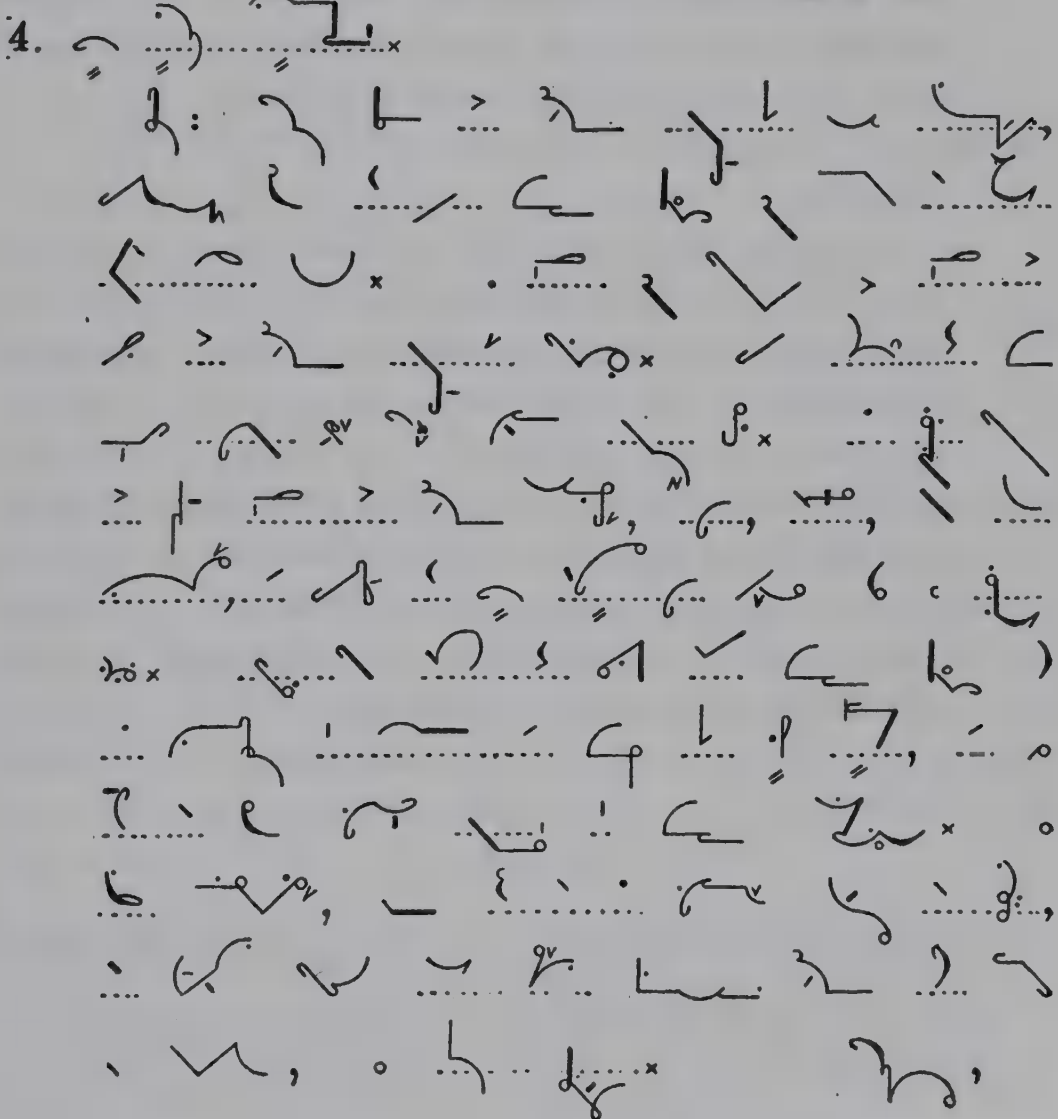
**Exercise 96**

*Read, copy, and transcribe*



2. 

3. 

4. 

## Exercise 97

*Write in Shorthand*

1. Aerial photography, formerly considered *a novelty*, is-now playing *a most-important part in-the* affairs of-the world.
2. *Although Mr. Eastwood was an experienced public speaker*, he-was frequently interrupted *on-this* occasion by *several in-the* audience to-whom *his remarks* were *unintelligible*.
3. *The findings of-the* geological survey were discussed by-the *Parliamentary Committee which* reported *unanimously in-favor of an* appropriation of funds to be used for further surveys *in-the* coal fields.
4. Messrs. Wagstaff & Wimple.

*Gentlemen :*

Frequent reference *to-the* volume you sent me last week has convinced me *that-you have performed your task most efficiently*. It-will add *to-your* established reputation. *The author has a peculiar gift of description that arrests and-grips the reader's attention, and-I-have-no-doubt it-will appeal to-the general public. His intelligent treatment of-the subject matter is bound to-prove highly instructive as well as interesting. Permit me to congratulate all concerned upon-the splendid work you have put forth.*

*Very-truly-yours,* (95)

### SUMMARY

1. The angular signs  $\vee$   $\nearrow$  are employed to represent a vowel followed by another vowel.

2. A semicircle is employed medially to represent *w* and a vowel.

## LESSON XVIII

59. **Figures.** Figures *one to seven* and the figure *nine* are best represented by shorthand outlines. Other numbers, except round numbers, are expressed by the Arabic numerals. Round numbers are expressed as follows—

⌒ for *hundred* or *hundredth* ; thus, 4, 400.

( or 6 for *thousand* ; thus, 5(, 5,000 ; 5, 500,000.

— for *million* ; thus, 4, 4,000,000.

\ for *billion* ; thus, 2\, *two billions*.

⌋ for *dollars* ; thus, 15⌋, \$15 ; 250⌋, \$250,000.

*Dollars and cents* may be written thus, 7<sup>16</sup>, \$7.16.

60. **Intersections.** The practice of intersecting one stroke through another is a most useful aid in the development of speed. The method is applied to the representation of titles of companies or persons and to commonly occurring phrases. Where intersection is not practicable, write one stroke close to another. The following partial list shows how the device may be applied to any special needs of the writer.

*P* represents *party*—

⌘ political party  
 ✕ Conservative party  
 ⌘ party question

*Pr* represents *Professor*—

⌘ Professor Jackson  
 ✕ Professor Robertson  
 ⌘ Professor of Chemistry

*B* represents *bank*—

- ✕ bank rate
- ..✕... city bank
- ✕ central bank

*T* represents *attention*—

- ∨ early attention
- ✕ necessary attention
- ✕ my attention has been called

*D* represents *department*—

- ..4e science department
- ✕ home department
- ..∨to wireless department
- ✕ electrical department
- ..∨to foreign department
- ✕ school department
- ✕ department of economics

*J* represents *Journal*—

- ..∨ Bankers' Journal
- ✕ Engineering Journal
- ✕ Journal of Commerce

*K* represents *company* and other words—

- ✕ rubber company
- ..✕ Steel & Iron Company
- ..✕ Cab Co.
- ..✕ Town Council
- ✕ capital punishment
- ✕ share capital
- ..✕ Captain Thomson
- ..✕ ship's captain

*Kr* represents *Colonel* and *Corporation*—

- ..te Colonel Alexander
- ..te Colonel Johnson
- ✕ public corporation

*G* represents *Government*—

- ..te Government official
- ✕ French Government
- ✕ British Government


*F* represents *form*—


- ✕ necessary form
- ..✕ as a matter of form
- ✕ form of the report




V represents *valuation*—


 low valuation


 high valuation


 valuation of the factory

Th represents *authority* or *month*—

 local authority

 sanitary authority


 for a month

 six months ago

S represents *society*—

 dramatic society


 Electrical Society


 society of musicians


M represents *mark* or *Major*—

 auditor's mark

 water mark

 high-water mark


 Major Locker

 Major Johnson


N represents *national*—


 national defence

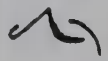
 national affairs

 national dividends


R (down) represents *arrange-d-ment*—


 I shall arrange the matter

 please make arrangements


 we have arranged

R (up) represents *railway*, *railroad*, or *require-d-ment*—

 State railways


 railway commission

 Metropolitan Railway

 inter-urban railroads

 railroad facilities

 you may require

 will be required

 your requirements

Exercise 98

Read, copy, and transcribe

1. 2 18

2. 60 65

3. 3

4. 4

5. 5

6. 35

7. 3 4









8. 11, 5 7, 5 149 56, 5 485 13

**Exercise 99***Write in Shorthand*

1. *Over two hundred million dollars is invested in-the citrus industry in California, with more-than 150,000 persons directly or indirectly supported by it.*
2. *It-is estimated that at-the present-time there-is a total of \$5,250,000,000 foreign capital invested in Canada. Of-this the United-States has-been responsible for \$2,500,000,000 according-to-the same estimate.*
3. *Seven thousand stockholders of-the General Cigar Company will share in-the dividends just declared by directors. The dividends are \$40,000 to-the preferred and \$27,000,000 to-the common stockholders.*
4. *The "Journal of Commerce" for-the current month publishes an article on-the proposed merger of-several of-the leading steel-and-iron companies in-this-country.*
5. *This article calls particular attention to-the fact that-the government officials have sanctioned the merger upon-the recommendation of-the Inter-Province Commerce department.*
6. *Immediately before ministerial elections are held, the various political parties pay special attention to-the national affairs in-which-the general public displays unusual interest.*



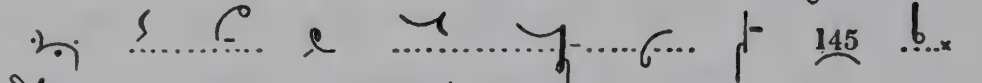
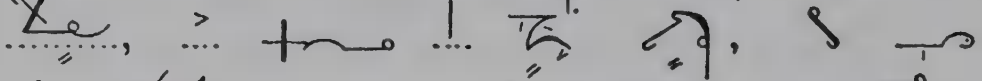
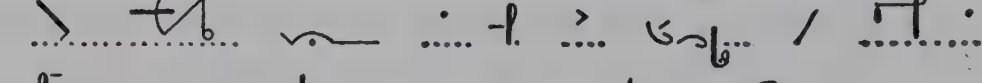
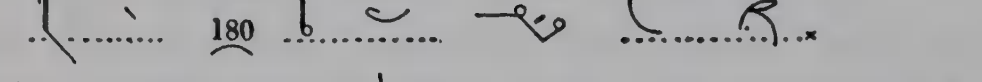
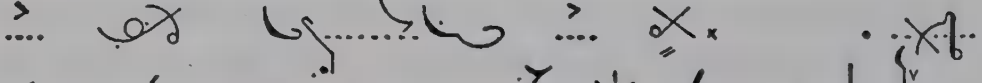
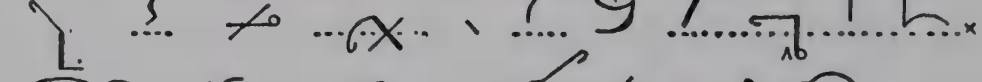
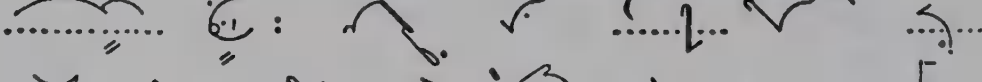
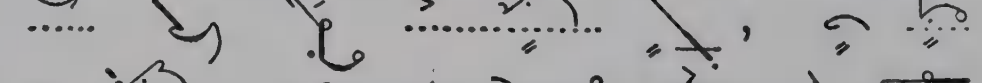
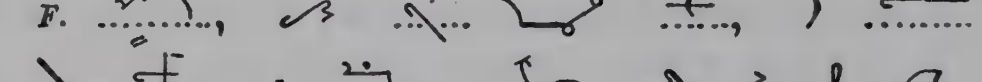

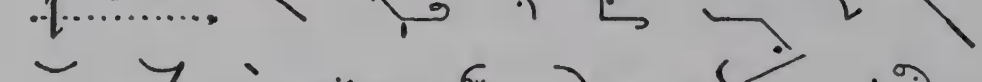
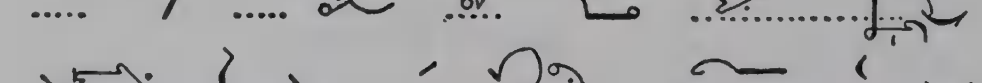
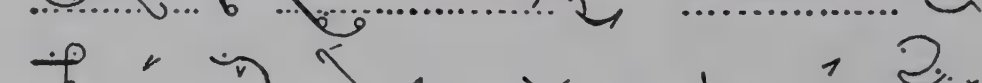

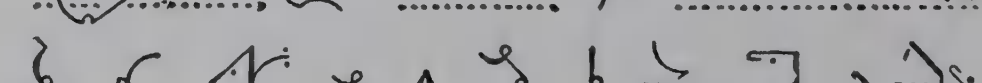
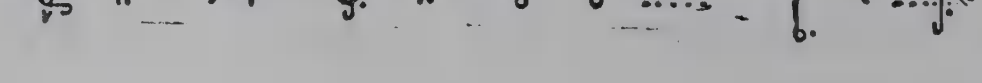
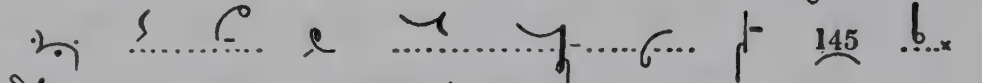
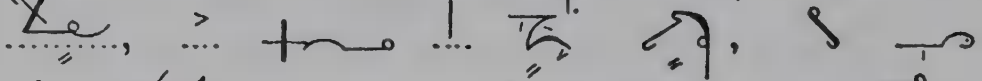
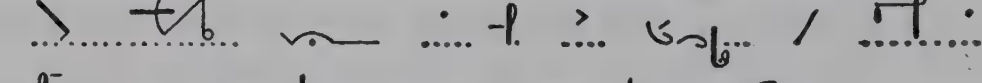
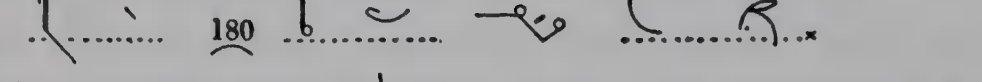
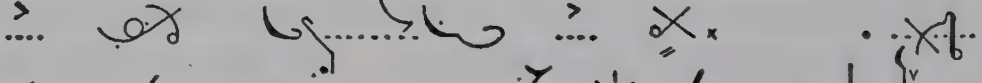
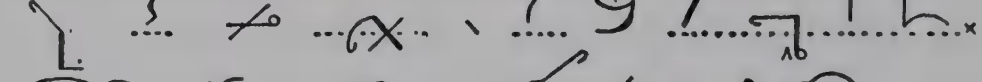
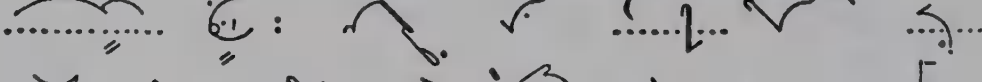
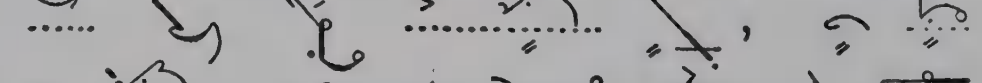
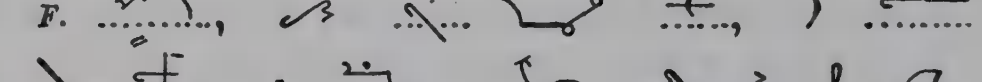

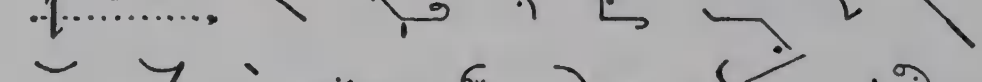
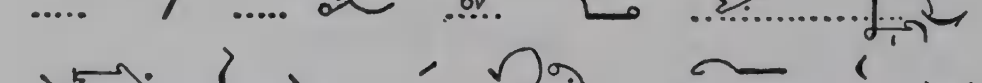
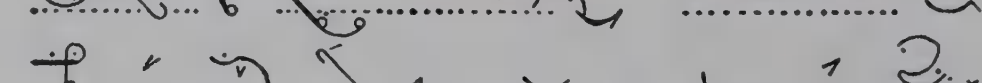

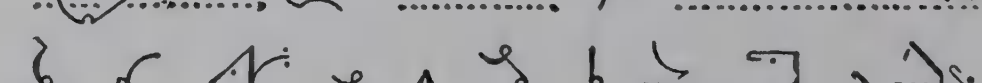
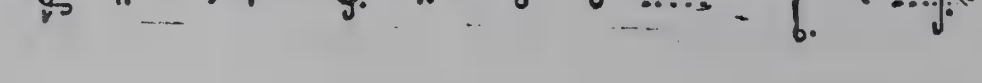
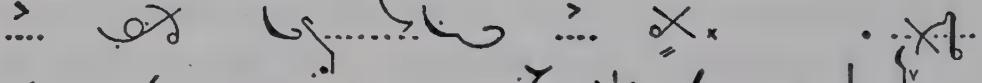
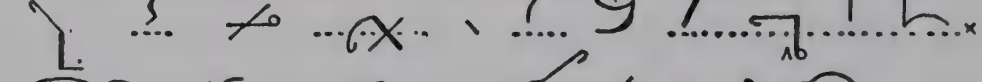
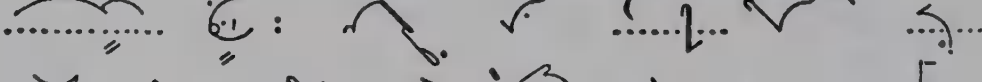
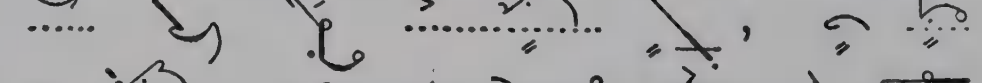
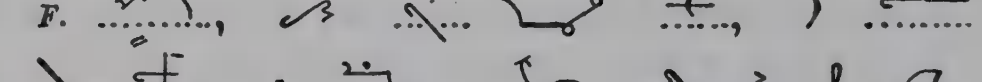

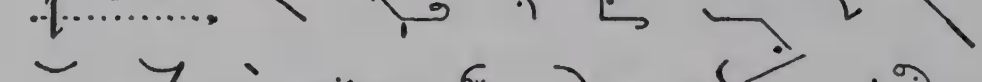
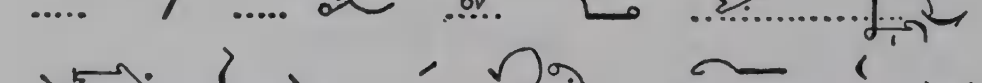
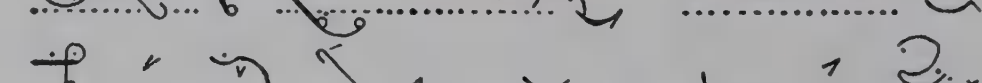

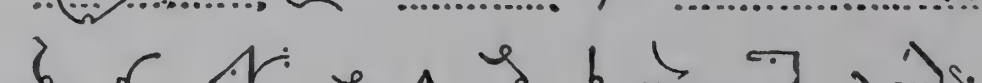
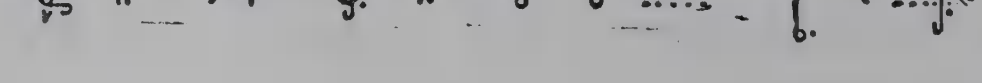
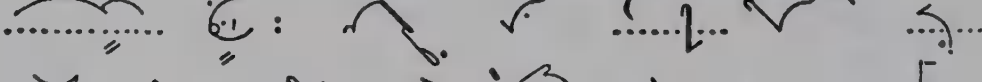
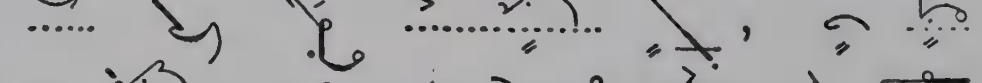
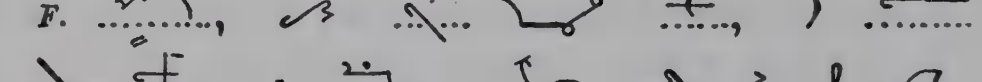

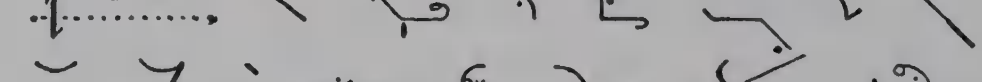
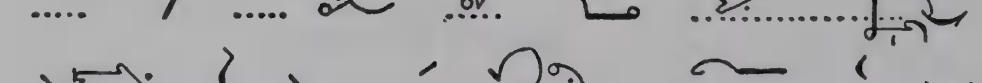
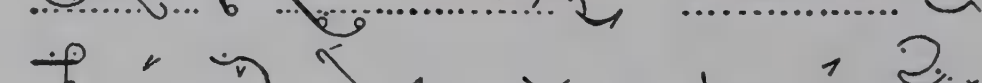

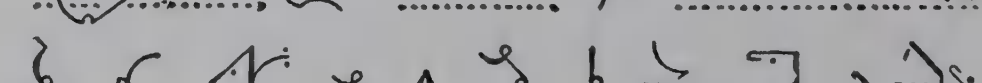
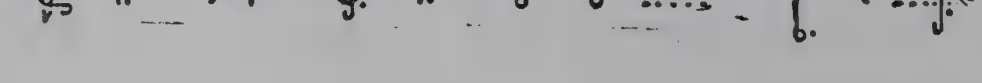
**CONTRACTIONS**

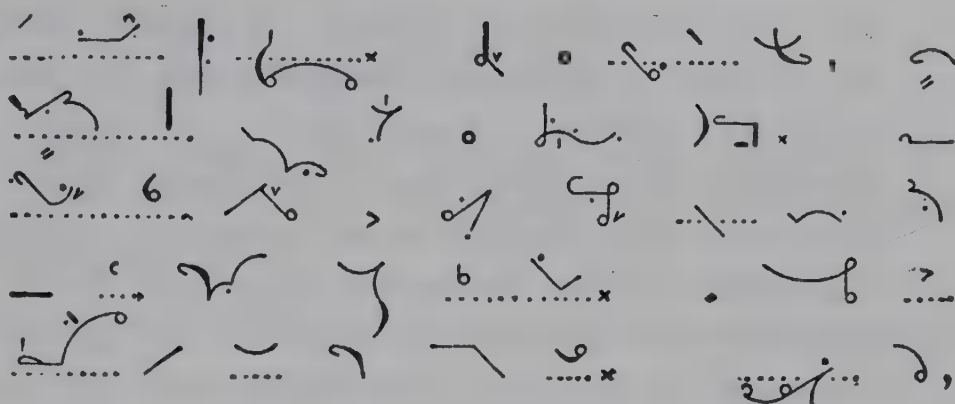
↘ bankruptcy ; ⋯ cross-examine-d-ation ; ↙ England,  
 ↘ English ; } enthusiastic-iasm ; ↘ familiar-ity,  
 ↘ familiarize ; ↘ inconvenient-ce ; ⋯ incorporated ;  
 ↘ indispensable-ly ; ⋯ mortgage-d ; ⋯ neglect-ed,

 negligence;  legislative,  legislature;  
 organizer;  preliminary;  reform-ed;  
 universe;  prospectus.

**Exercise 100**

*Read, copy, and transcribe*

1.  45(                 
2.                
3.            
4.          



### Exercise 101

Write in Shorthand

1. After *all-the* necessary details *had-been* arranged, Capt. Thompson *and* Col. Bender, *two of-the-most* daring aviators *in-the* government service, set out *on-their* trans-continental flight, determined *to* shatter *all* previous records.
2. The New York Central Railroad placed *a* very high rental *valuation on-the* property *and-the* equipment *which-it-has* turned *over to-the* postal authorities.
3. *All* party lines were eliminated *during-the* recent discussions *in* Parliament *on-the* question of national defence *and-the* necessary appropriations *for-its* requirements were quickly voted.
4. My-dear-Sir :

Evidently, investors *are very-much* alike *all-over-the* world. They pay *too-little* attention *and-thought to-* the essential requirement of safety *when* investing *their* funds. *In-England, France and-several* other European countries, *as well as in* Canada *and-the* United-States, millions of dollars *are* lost annually by *those-who-can* least afford *it, because of-the* lure of high returns *and* quick profits. They *neglect to-make a* careful study *of-the* enterprises *in-which-their* money is invested *and-the* inevitable result *of-this negligence is-the* total



loss of hard-earned savings. Officials, *however*, are striving to safeguard these earnings by-means-of legislative reforms. They hope to enact laws providing for heavy fines and-prison terms for those promoters of stock issues who-make misleading statements in-the prospectus they put forth. In addition, the Treasury Department has planned a campaign of education whereby-the man or woman with surplus funds will-be taught to-choose investments more intelligently. Address your financial inquiries to Savings Banks, the Federal Reserve Bank, or-the Treasury Department, and-they-will gladly give-you-the information you seek.

Very-truly-yours, (197)



















#### SUMMARY




1. Intersection is a brief method of indicating commonly occurring titles, phrases, etc. The principle of intersection may be adapted as required to suit special cases.
2. The figures *one* to *seven* and *nine* should be expressed in shorthand. The strokes  $\smile n$ ,  $( th$ ,  $\frown m$  are used to express *hundred*, *thousand* and *million* respectively. The stroke  $\searrow b$  is employed for *billion*,  $\underset{\dots}{\downarrow} ds$  for *dollars*.



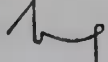
## LESSON XIX

61. **Proper Names, etc.** Proper names, initials, and such abbreviations as C.O.D., f.o.b., and O.K. are best written in longhand.




62. **Compound Words.** Compounds of *here, there, where,* etc., are written as follows—

	<i>in</i>	<i>on</i>	<i>at</i>	<i>to</i>	<i>of</i>	<i>with</i>
HERE						
THERE						
WHERE						

63. **Advanced Phrasing.** Many of the ordinary abbreviating devices are employed for more advanced phrases. The circle *s* is used to express *us* in a phrase like  *please let us know.* The circle *sw* is used for *as we* in a phrase like  *as we know.* The circle for *ss* is used to express the two *s*'s in a phrase like  *this city.* Hook *f* or *v* represents the words *have* or *of* in such phrases as—

 *who have been,*  *ought to have been,*  
 *rate of interest.*

Sometimes a letter or a syllable is omitted, as—

 *in this (m)anner,*  *I have (con)cluded,*  
 *I will (con)sider.*





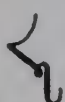



















There are many instances in which one or more words may be omitted without affecting the legibility of the phrase ; thus,


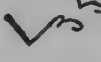
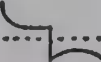








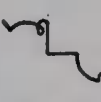
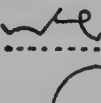












again (and) again, there must (have) been,  
 fact (of the) matter, more (or) less.







Colloquial phrases such as you've, we've, haven't,  
 wasn't, isn't, can't, are written as here shown.






The following illustrations will suggest others.

of us	Tuesday evening
to us	at all events
please let us know	able to make
as we can	as if it were
as we think	you are not
as we shall	you were not
as well as possible	we would
as soon as possible	at any rate
it is said	from time to time
in this city	I am sure there is
of this statement	I have been there
Wednesday next	in which there is
in our view	by some other means
it appears	my dear sir
by all means	my dear madam
it is only necessary	we have received
more than	most probable
longer than	in fact
I had been	in this manner
those who have been	in the same manner
Thursday afternoon	one another

 I hope  
 on the contrary  
 satisfactory conclusion  
 which will be considered  
 shall be taken into consideration  
 at a loss  
 to a great extent  
 all the way  
 into the matter  
 on the subject  
 under the circumstances  
 our own  
 in accordance with  
 in consequence of  
 in respect of  
 in respect to  
 on the part of  
 out of place  
 face to face  
 from first to last  
 with regard to  
 with respect to  
 we shall be glad to know  
 more and more

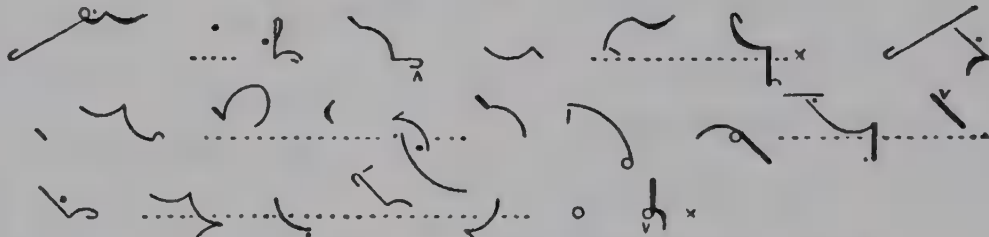
 bear in mind  
 borne in mind  
 fact of the matter  
 two or three  
 three or four  
 six or seven  
 in reply  
 in reply to your letter  
 I regret  
 I regard  
 I am instructed  
 I am instructed to inform you  
 I am requested to inform you  
 referring to our letter  
 referring to your letter  
 referring to your favor  
 registered letter  
 very truly yours  
 yours very truly  
 respectfully yours  
 yours respectfully  
 yours sincerely  
 deliver immediately  
 please forward  
 lowest terms

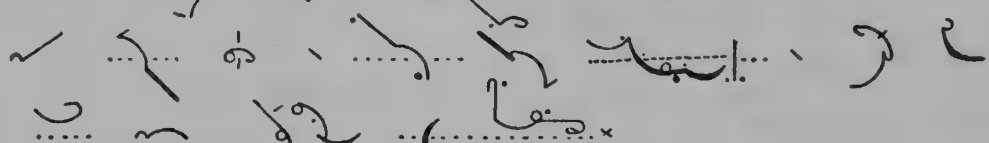
-  best quality
-  balance sheet
-  account sales
-  best thanks
-  best finish
-  best possible

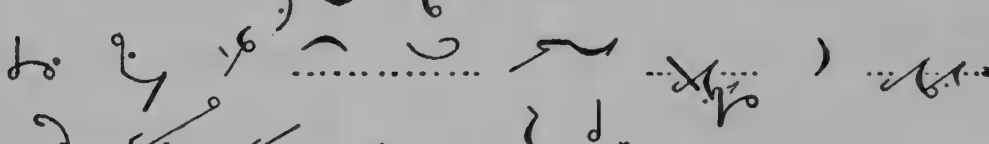
-  best of my ability
-  best of my recollection
-  make an appointment
-  additional cost
-  additional expense

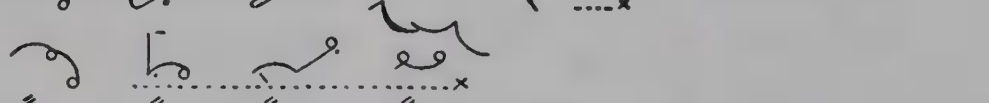
**Exercise 102**

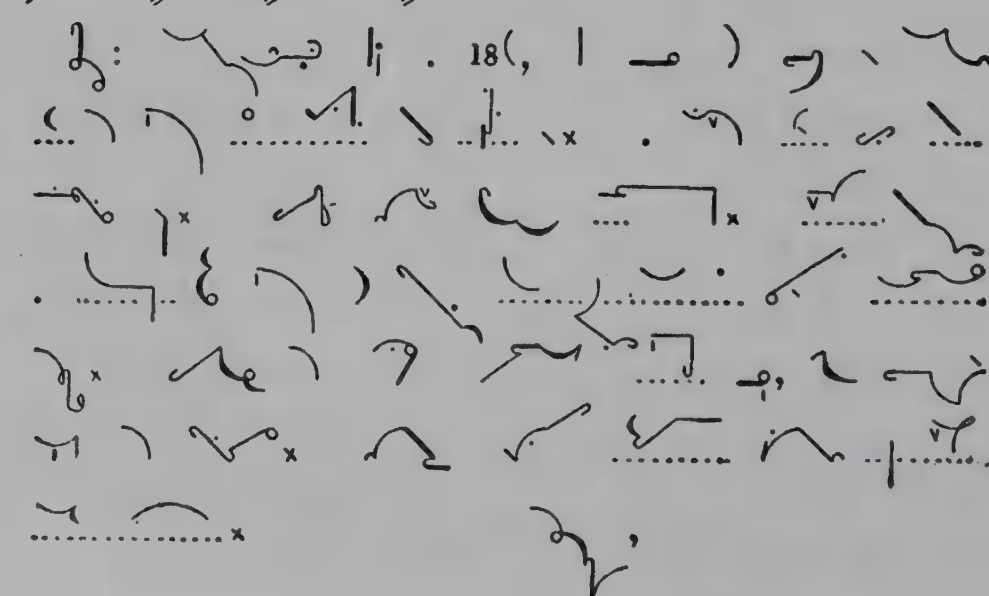
*Read, copy, and transcribe*

1. 

2. 

3. 

4. 
















**Exercise 103***Write in Shorthand*

1. *The receipt of-your check is hereby acknowledged. We-assure-you that our service in-the future will-be as satisfactory to-you as-it-has-been heretofore.*
2. *We-received your communication and immediately looked into-the-matter therein mentioned. There-is-no-doubt that a satisfactory-conclusion can-be reached, and-we-hope to-be-able-to make-the necessary arrangements without any additional-expense to-you.*
3. *The fact-of-the-matter is that-you-are-not well-informed on-the-subject. Upon investigation, it-appears-that not-only the medical-societies but-the federal authorities as-well, have at-all-times been ready and-anxious to co-operate in stamping out-the drug evil.*
4. Messrs. Wright & Dawson.

*Dear-Sirs :*

*We-thank-you for-the communication we-have-just-received from-you under-the date of June 9. Our new price-list and samples are being forwarded to-you as you requested. We-regret-the delay in attending to-this-matter, but pressure of work in-connection-with several big contracts for-the War-Office has rendered it more-or-less impossible for-us to-go into-the question earlier. If-you decide to-place an order with-us, we-shall-be ready to-make delivery any-time after Wednesday-next.*

*Very-truly-yours, (100)***CONTRACTIONS**

 govern-ed,  government;  manufacture-d,  
 manufacturer;  exchange-d;  independent-ly-ce;  
 sensible-ly-ility;  maximum;  minimum;  
 universal;  mechanical-ly.

Exercise 104

Read, copy, and transcribe

1.

2.

3.

4.

**Exercise 105**

*Write in Shorthand*

1. *We-have-just-received-the certificate of incorporation and it-is just-possible that-the-directors will meet next-week to-perfect their organization.*
2. *Mr. Henry Wheelock incurred-the displeasure of-his employer and was discharged because-he permitted unsatisfactory business relationships to continue for-some-time.*
3. *Stock-brokers were astonished to-receive an order from-the Advisory Council of-the Stock-Exchange indicating-the character of-the announcements to be-made in-their newspaper advertising.*
4. *Gentlemen :*

*As-soon-as-it-is convenient for-you to-do-so, please-make-an-appointment to-call at our offices for-the purpose of discussing-the advisability of-bringing suit against the Standard Construction Company for infringements on-your patents. We-have gone into-the-matter from every point-of-view and-have-concluded that-you have an excellent case against them in-spite-of any defence they-might advance. In-fact, we-can see but one outcome to-the litigation proceedings, even if-it should-be necessary to-go to-trial. Under-the-circumstances, we confidently expect an offer to compromise and settle as-soon-as-we notify them of-our intention to-take-the-matter to-court. We-would appreciate an early-reply from-you indicating your purpose in-this-matter.*

*Very-truly-yours, (137)*

## SUMMARY

1. In advanced phrasing the following abbreviations are employed—

(a) Circle *s* for *us*.

(b) *Sw* circle for *as we*.









(c) *SS* circle for two *s*'s in separate words.

(d) Hook *f* or *v* for *of, have*.

























2. Phrases are frequently abbreviated by the omission of a letter, a syllable, or a word.

## LESSON XX























































**64. Distinguishing Vowels.** The consonantal structure of English words is such that the shorthand outlines for them, when left unvocalized, generally suggest the words. Nevertheless, the rules of Isaac Pitman Shorthand have been so devised that in many instances vowels are indicated without actually writing the vowel-sign. In practice, therefore, vocalization is required only to a very limited extent. Where, however, a necessary distinguishing vowel is not indicated either by position or by the shorthand outline, the vowel-sign should be inserted ; thus,

 *apposite*,  *opposite* ;  *absolute*,  *obsolete* ;  
 *adapt*,  *adopt* ;  *obey*,  *echo*.

**65. Distinguishing Outlines.** The wealth of alternative forms provided in the system enables the shorthand writer to make the necessary distinction between different words containing the same consonants and thus avoid hesitation in the transcription of his notes. The following list will suggest to the student the lines upon which other pairs of words may be distinguished.

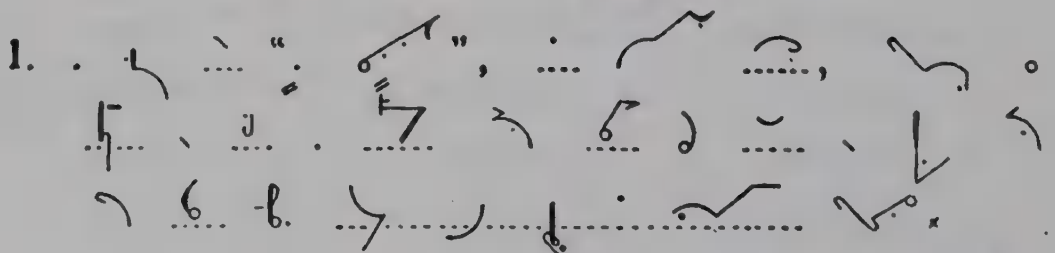
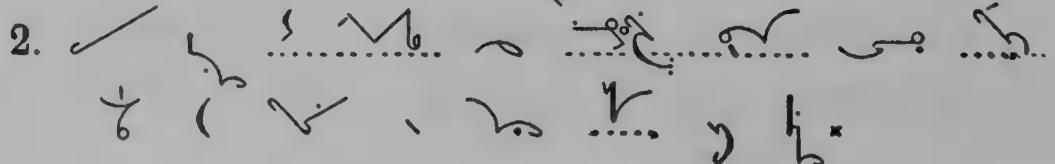
 petrify	 property	 prosecute
 putrefy	 propriety	 persecute
 passionate	 appropriation	 prosecution
 patient	 preparation	 persecution
 purpose	 proffer	 debtor
 propose	 prefer	 editor
 appropriate	 provide	 differ
 purport	 pervade	 defer

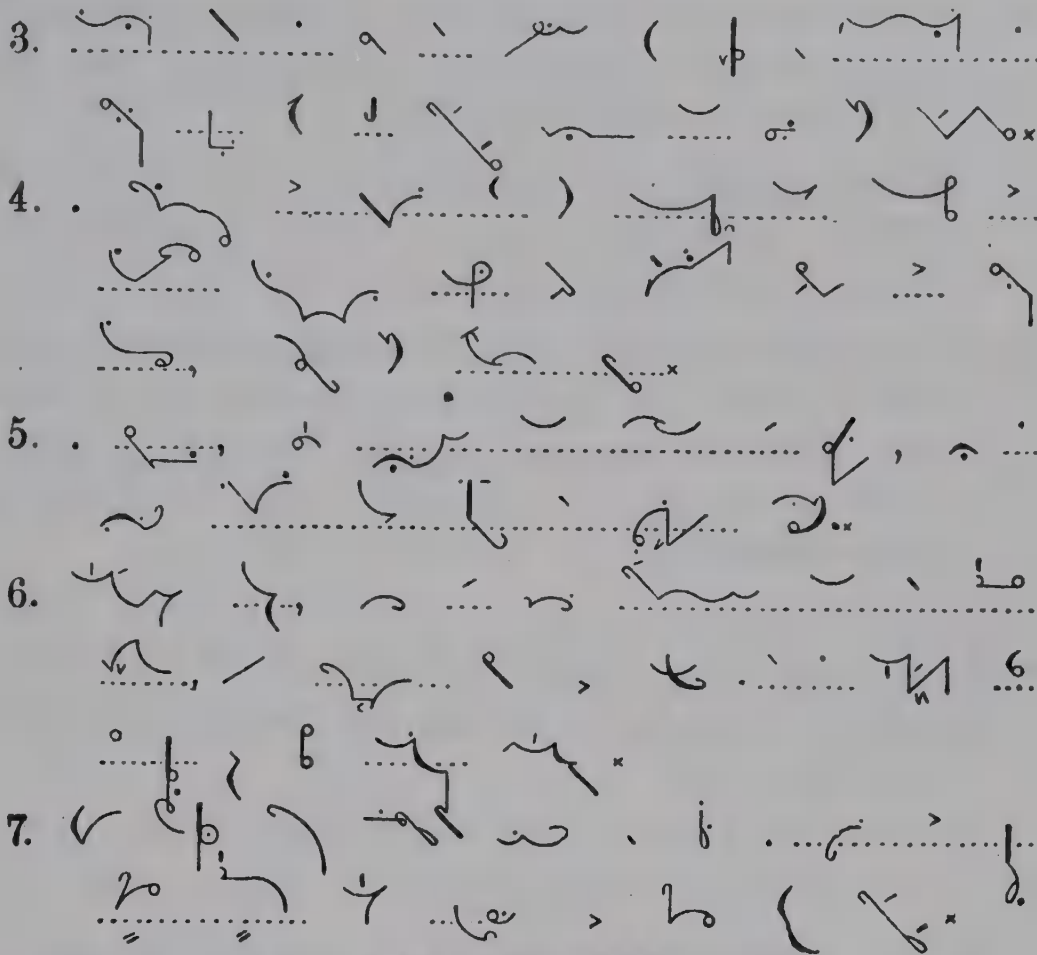


 courage	 pure	 comparative
 carriage	 poor	 operative
 factor	 temperate	 portend
 factory	 tempered	 pretend
 favored	 goodness	 person
 favorite	 guidance	 parson
 valuable	 greatly	 parcel
 available	 gradually	 parasol
 considerate	 evidence	 breath
 considered	 confidence	 birth, berth
 impassioned	 station	 burial
 impatient	 situation	 endless
 unavoidable	 patron	 needless
 inevitable	 pattern	 trifle
 learned	 proper	 trivial
 learned	 prepare	 travel
 regard	 protect	 indefinite
 regret	 product	 undefined

**Exercise 106**

*Read, copy, and transcribe*

1. 
2. 



### Exercise 107

Write in Shorthand

(The words having distinguishing outlines are printed in small capitals.)

1. *The establishment of a bureau for-the distribution of information regarding commercial conditions on-the continent is a VITAL need, and-we-REGRET-the delay which-is proving so FATAL to-our progress in-this connection.*
2. *The ADVERSE decision handed down in-the DIVORCE proceedings was entirely unexpected and proved bitterly disappointing to-the AUDITOR.*
3. *The ingenious inventor LABORED hard for-many-years before he-was finally successful in devising an ELABORATE but a most efficient system of electrical signalling for-the railroads.*

4. As EVIDENCE *of-his* complete CONFIDENCE *in-his* ward, the GUARDIAN recommended *that-the* latter be given full control over his own PROPERTY.
5. *Although-the* duties of-the secretary were clearly defined, definite proof was presented *of-his* negligence and carelessness in performing them.
6. To-PROTECT ourselves against misrepresentation of-our PRODUCTS by our competitors, PROPER steps have-been taken to PREPARE for our PATRONS a statement explaining in detail each of-the PATTERNS we manufacture.
7. *It-was* very CONSIDERATE *of-you* to-send-us all-the information AVAILABLE *on-the-subject*. We-have CONSIDERED it carefully and-find *that-it-will-be* extremely VALUABLE to-us.

### SUMMARY

1. The necessary distinguishing vowel-sign should be inserted in outlines where such vowel is not indicated either by position or by the shorthand form.






2. Words of similar consonantal structure, but of different meaning, may be distinguished where necessary by a difference of outline.

66. Classified Contractions. Certain classes of words are contracted by the omission of one or more consonants, or of a syllable, as indicated in the following illustrations :





#### OMISSION OF N.

passenger, contingency, danger, assignment,  
 entertainment.



## OMISSION OF R.

 *administrate*,  *administration*,  *administrative*,  
 *manuscript*,  *remonstrate*.





## OMISSION OF THE SYLLABLE -ECT.

 *prospect*,  *object-ed*,  *suspect-ed*,  *imperfect-ion-ly*.





## OMISSION OF K BEFORE -SHUN.

 *obstruction*,  *destruction*.









## OMISSION OF KT BEFORE -IVE.

 *productive*,  *objective*,  *respective*,  *irrespective*.

In several instances the same outlines are employed for the derivative as well as the primitive word ; thus,

 *expected* (from  *expect*),  
 *respected* (from  *respect*).

In other instances the derivative is formed by an addition to the contracted outline for the root word ; thus,

 *enlargement* (from  *enlarge*),  *objectionable*  
 (from  *objection*),  *publicly* (from  *public*),  
 *disorganize* (from  *organize*).

There are a few other contracted forms written in accordance with these *abbreviating principles*. These, together with other useful contractions, are to be found in the "*Additional Contractions*" at the end of the book.

### Exercise 108

*Read, copy, and transcribe*

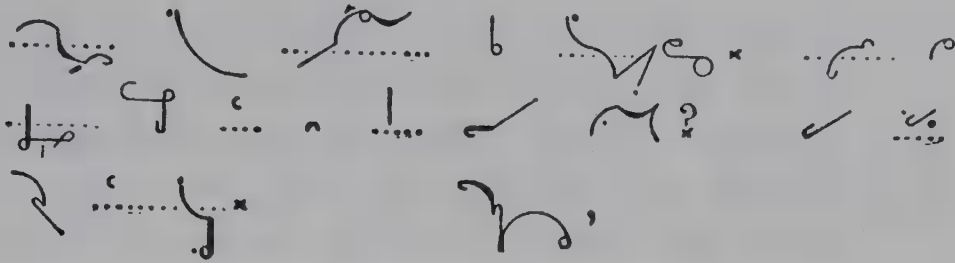
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 51 52 53 54 55 56 57 58 59 60  
 61 62 63 64 65 66 67 68 69 70

3. 71 72 73 74 75 76 77 78 79 80  
 81 82 83 84 85 86 87 88 89 90

4. 91 92 93 94 95 96 97 98 99 100  
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 171 172 173 174 175 176 177 178 179 180  
 181 182 183 184 185 186 187 188 189 190  
 191 192 193 194 195 196 197 198 199 200





### Exercise 109

*Write in Shorthand*

1. *There-is every prospect that-the imperfection will-be discovered. Our patrons will undoubtedly object to-it, and-we-shall-be suspected of very sharp practice in-the-matter.*
2. *In administrative circles it-was freely predicted that-the appointment of Capt. Paul Johnson would-be-made, irrespective of-the objections that-had-been raised.*
3. *Inasmuch-as a destruction of-property values is sure to-result if-the contemplated health resort is built, residents in-the immediate vicinity of Lakeview Manor are determined to-place every legal obstruction that can-be invoked in-the path of-the builders.*
4. *Dear-Sir :*

*As a sensible executive interested in-the efficient administration of-your business, you have undoubtedly given much time and-thought to-the problem of-the details of office routine. You want to be absolutely certain that-you-are-not using obsolete machinery and systems in-your establishment, for-there-is-no greater detriment to successful accomplishment than an imperfect organization, wherever-the imperfection may exist.*

*You want the best. Therefore, we earnestly urge you to use the enclosed ticket and examine the world's leading business appliances and efficiency-promoting devices and systems. Experts will gladly explain to-you and make-you familiar with-the latest and most approved inventions for effecting practical economy in office, store and-factory, irrespective of size.*

*An afternoon or evening at-the exposition is indispensable to-you and will-be productive of more benefit than several weeks spent in-the ordinary manner of investigating time and labor-saving devices and methods.*

*Respectfully-yours, (160)*

# READING AND DICTATION PRACTICE

The method of counting the words in the following letters and articles is that used by the Contest Committee of the National Shorthand Reporters' Association. Compound words are counted according to the number of single words in the compound. Figures are counted as read. 24' 3" is read twenty-four feet three inches, and is consequently counted as five words; \$245.50 is read two hundred forty-five dollars and fifty cents and counted as eight words. Each initial in a proper name is counted as one word. The total number of words is given at the end of each letter or article.

1

The first of the month, (46)

2

The first of the month, 150 (46)

3

The first of the month, 6 (38)

4

The first of the month, 6x10 (49)

5

2 (51)

6

(50)

7

11 (53)

8

30 (57)

9

(48)





14

50 b  
 6  
 (70)

15

86  
 T.W.  
 (71)

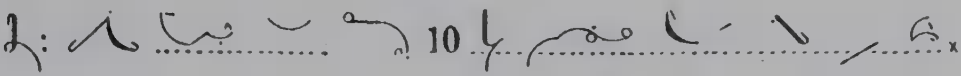

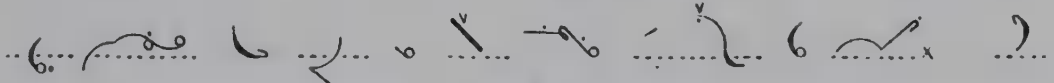
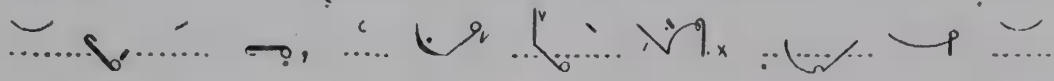
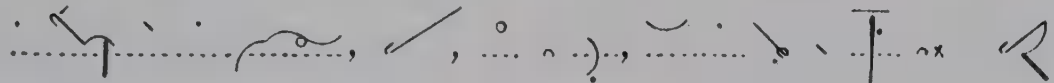
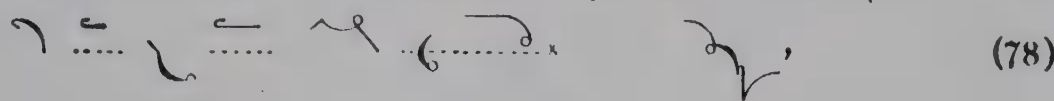
16

(74)


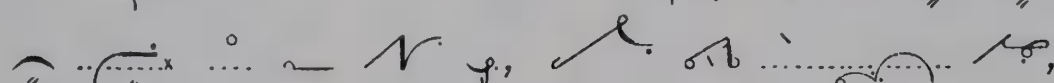

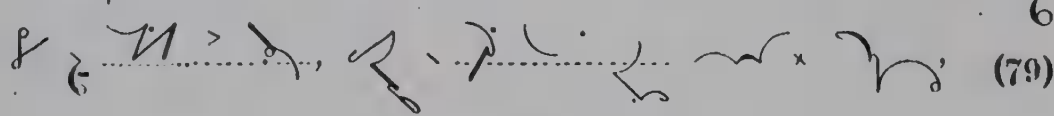
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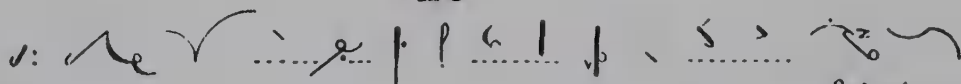
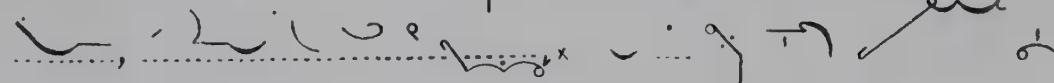


18

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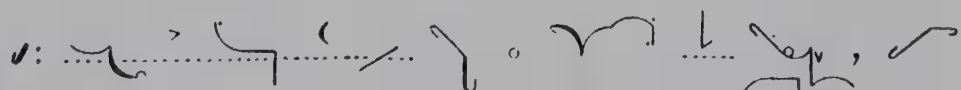
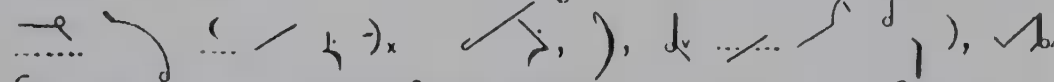
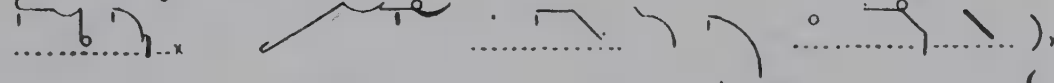

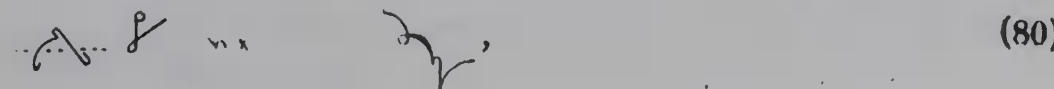
19

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21

2:   
  
  
  
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22

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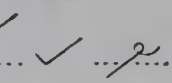
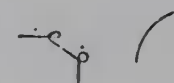
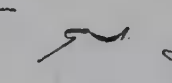

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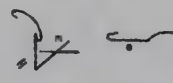
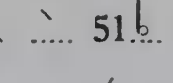
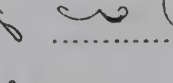
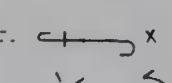
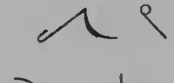
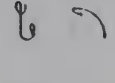
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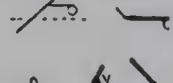
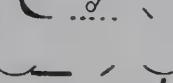

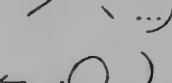
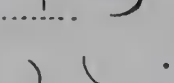
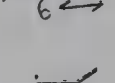
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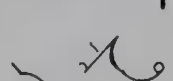
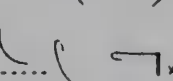
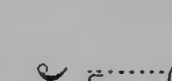
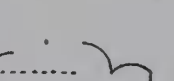



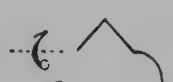
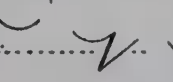
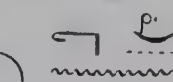



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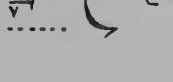


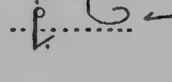
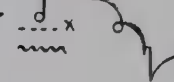
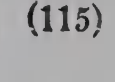
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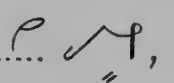

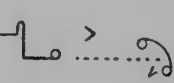
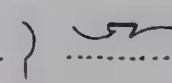








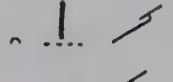
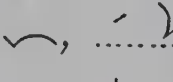
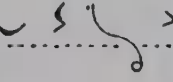
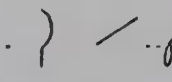
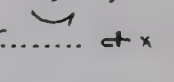









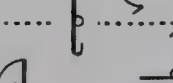
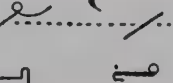
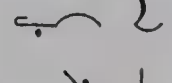
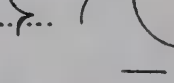
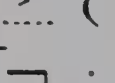







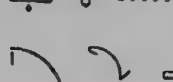
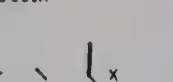
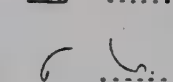
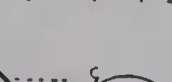
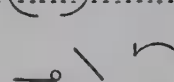
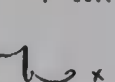








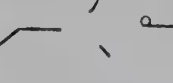
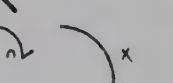

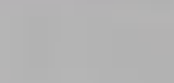
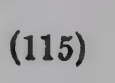
42

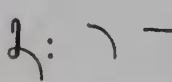
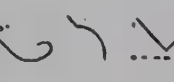

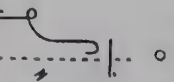
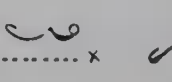








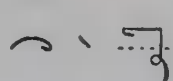

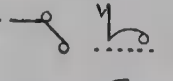
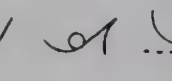
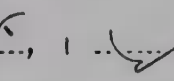








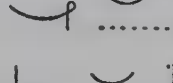
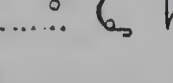

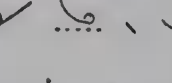
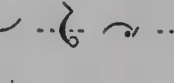
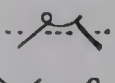







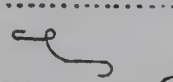
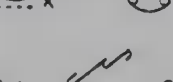
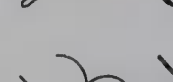

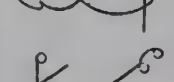
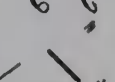







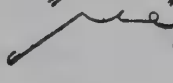

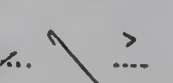
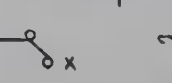
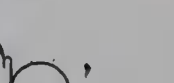
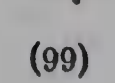
43

44

١ : ل ( ) ء ت > ص و ش ب ج  
 ح ز د ر ن ي خ ب ج ه و د ن ي  
 ل م ن ه و د ن ي خ ب ج ه و د ن ي  
 ص و ش ب ج ه و د ن ي خ ب ج ه و د ن ي  
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 ل م ن ه و د ن ي خ ب ج ه و د ن ي  
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(126)





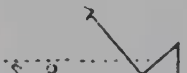
45













١ : ل ( ) ء ت > ص و ش ب ج  
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















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






























46
















m:    *P. B.*  
















7112        7110     
















                
















              



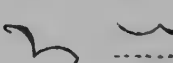


              
















              
















              
















(145)
















47
















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







              
















              
















              
















              

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52

Handwriting practice for page 52. The page contains several rows of cursive letters and symbols on a four-line grid. The letters include 'a', 'e', 'i', 'o', 'u', 'x', 'f.o.b.', '3', and '2<sup>90</sup>'. There are also various symbols and numbers like '25', '40', and '45'. The practice includes both solid and dashed lines for tracing.

53

Handwriting practice for page 53. The page contains several rows of cursive letters and symbols on a four-line grid. The letters include 'a', 'e', 'i', 'o', 'u', 'x', and '6'. There are also various symbols and numbers like '138'. The practice includes both solid and dashed lines for tracing.

54

Handwritten shorthand practice on ruled lines. The text consists of several lines of cursive shorthand symbols, including numbers like 20, 10, and 6, and various symbols with 'x' marks. The page ends with the number (172).

55

Handwritten shorthand practice on ruled lines. The text consists of several lines of cursive shorthand symbols, including numbers like 20 and 10, and various symbols with 'x' marks. The page ends with the number (175).



56

Handwritten cursive practice on ruled lines. The page contains several rows of cursive letters and symbols, including numbers 11, 12, and 15, and the letters 'L. N.'. The practice includes various strokes and combinations of letters, some marked with 'x' or 'v' to indicate specific features or corrections. The text is written in a fluid, cursive style across multiple horizontal lines.



Real Men

6 7 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40  
 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60  
 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80  
 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100  
 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120  
 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140  
 141 142 143 144 145 146 147 148 149 150

A. H. (150)

National Ideals

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40  
 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60  
 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80  
 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100  
 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120  
 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140  
 141 142 143 144 145 146 147 148 149 150

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Of Studies

b o l t, l v r v n x ) p p l t, e f e  
 h, l v m, e f e; l v n, e l i d v  
 e o e e, v o / o, v v; v v e, v o  
 w w i y, - v o b ( v x v h b,  
 o b; v o ( v l v, o h; v l r v ) v,  
 o e v n t ( v b, v v v v x l v  
 v / r v s, ( v v l; v b b l - v  
 l v v l /, e ( v v v v x v v h b; v  
 v h; v o ( v v v v ) v; v v v  
 v v v x - " v v "

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Work and Play

v o v v v v v v v v v v v v v v;  
 v v v v v v v v v v v v v v v v,  
 v v l - v; v v v v v v v v v v v  
 v v, v v v v v v v v v v v v v v  
 v v v v v v v v v v v v v v v v v  
 v v v v v v v v v v v v v v v v v  
 v v v v v v v v v v v v v v v v v  
 v v v v v v v v v v v v v v v v v  
 v v v v v v v v v v v v v v v v v  
 v v v v v v v v v v v v v v v v v  
 v v v v v v v v v v v v v v v v v

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Central Filing

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.







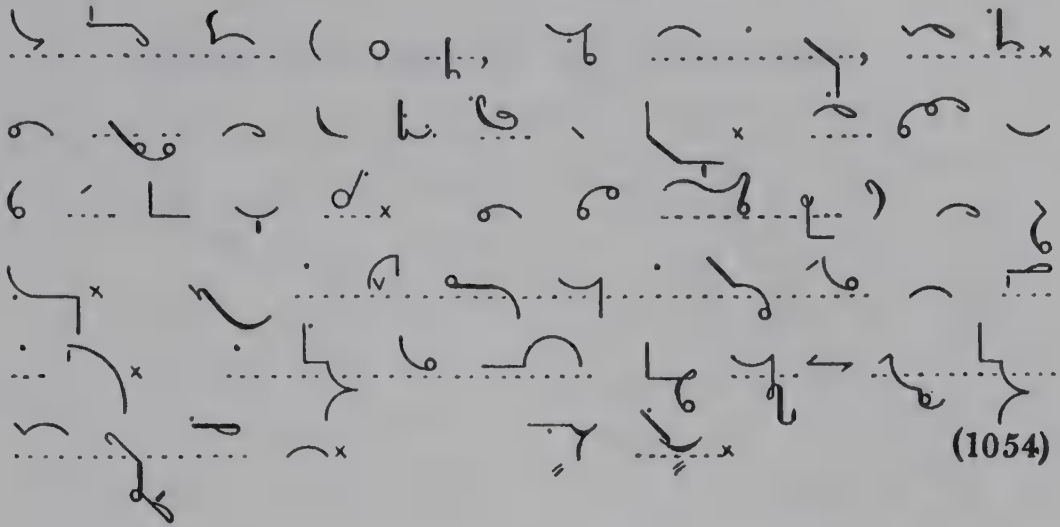





























































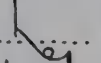
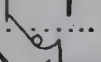

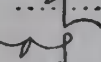

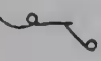
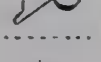


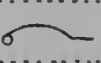

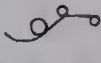



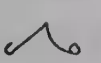

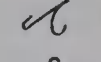

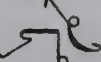

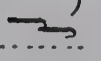


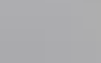





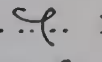
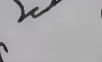




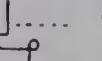
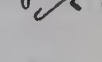
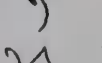

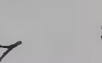



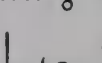
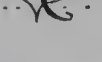
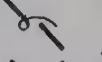

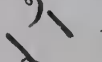


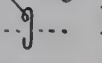

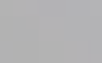

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 ~~~~~ , ~~~~~ b ~~~~~ x ~~~~~ , ~~~~~ ↓  
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 ~~~~~ ~~~~~ ~~~~~ ; ~~~~~ o ~~~~~ ~~~~~ o ~~~~~ p ~~~~~ ,  
 ~~~~~ v ~~~~~ L ~~~~~ ~~~~~ ~~~~~ | ~~~~~ > ~~~~~ b ~~~~~ 15 ~~~~~  
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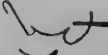
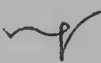


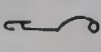
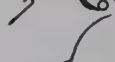















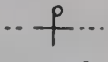



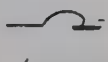
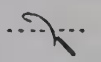





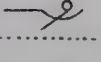



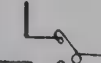

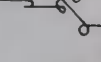







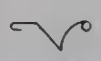

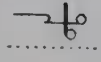



## PHRASES IN COMMON USE

|                                                                                                            |                                                                                                         |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  as it were               |  we know there is not  |
|  brought forward          |  in other words        |
|  on either hand           |  in order              |
|  on either side           |  in order that         |
|  on the other hand        |  in order to           |
|  in this statement        |  in order to know      |
|  at first cost            |  I have received       |
|  it can only be           |  last week             |
|  any longer than          |  this week             |
|  no longer than           |  next week             |
|  rather than              |  last month            |
|  I have been informed     |  last year             |
|  rate of interest        |  this month           |
|  state of affairs       |  telegraph office    |
|  state of business      |  worth while         |
|  into effect            |  is it worth while   |
|  at all times           |  in like manner      |
|  medical association    |  as far as possible  |
|  traders' association   |  as much as possible |
|  merchants' association |  if it were possible |
|  at some time           |  between them        |
|  at the same time       |  towards one another |
|  some time ago          |  and the contrary    |
|  we think there is      |  as a rule           |
|  how can there be       |  in a few days       |
|  I hope there will be   |  in a great measure  |
|  I shall be there       |  in such a manner as |

 all over the world  
 at the present day  
 at the present time  
 by the way  
 for the first time  
 in the first instance  
 in the first place  
 in the second place  
 on the one hand  
 what is the matter  
 with them  
 as a matter of course  
 as a matter of fact  
 as a matter of form  
 necessary consequence of  
 I expect to receive  
 in regard to  
 having regard to  
 in reference to  
 with reference to  
 in relation to  
 with relation to  
 with respect to  
 it appears to have been  
 I regret to state  
 I regret to say  
 again and again  
 deeper and deeper  
 faster and faster

 less and less  
 more or less  
 north and south  
 east and west  
 over and over again  
 side by side  
 all parts of the world  
 facts of the case  
 for the purpose of  
 out of the question  
 one or two  
 two or three  
 three or four  
 six or seven  
 sooner or later  
 in accordance with  
 in accordance with the  
 in connection with the  
 additional expense  
 at your earliest convenience  
 best of my ability  
 best of our ability  
 best of their ability  
 best of your ability  
 bill of lading  
 board of directors  
 passenger train  
 director's report

|                                                                                                                    |                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|  early convenience                |  Provincial Government        |
|  I am in receipt of your letter   |  In the Assembly              |
|  postal order                     |  Court of Claims              |
|  referring to our invoice         |  Postmaster-General           |
|  referring to our letter          |  Prime Minister               |
|  referring to your letter         |  tax payers                   |
|  referring to yours               |  Secretary of State           |
|  we beg to quote you              |  Secretary of the Interior    |
|  House of Representatives         |  Secretary of the Treasury    |
|  Houses of Parliament             |  life insurance               |
|  Assembly Chamber                 |  Insurance Co.                |
|  City Council                     |  Royal Trust Co.              |
|  Council of the City of          |  fire insurance              |
|  Commission Government          |  free on board (f.o.b.)     |
|  Chamber of Commerce            |  Canadian Pacific           |
|  Board of Education             |  (C.P.R.) Railway           |
|  District Attorney              |  Canadian National Railways |
|  Senate Chamber                 |  Pennsylvania Railroad      |
|  President of the United States |  Dominion Express Co.       |
|  Party Leader                   |  Canadian Express Co.       |
|  Conservative Party             |  Articles of Association    |
|  Liberal Party                  |  counsel for the defence    |
|  Prohibition Party              |  counsel for the plaintiff  |
|  Socialist Party                |  Court of Appeals           |
|  Labor Party                    |  Canadian Customs Duties    |
|  Federal Government             |                                                                                                                |



# GRAMMALOGS AND CONTRACTIONS

*Arranged in the order in which they are given in the preceding pages*

LESSON I.  $\overset{\cdot}{\text{a}}$  or an,  $\text{the}$ ,  $\overset{\cdot}{\text{all}}$ ,  $\text{too}$  or two,  $\overset{\cdot}{\text{of}}$ ,  $\text{to}$ ,  $\overset{1}{\text{on}}$ ,  $\text{but}$ ,  $\overset{\cdot}{\text{(up)}}$  and,  $\overset{\cdot}{\text{(up)}}$  should,  $\overset{\cdot}{\text{(down)}}$  awe, aught, or ought,  $\text{who}$ ,  $\text{put}$ ,  $\text{be}$ ,  $\text{to be}$ ,  $\text{it}$ .

LESSON II.  $\text{had}$ ,  $\text{do}$ ,  $\text{different}$  or difference,  $\text{much}$ ,  $\text{which}$ ,  $\text{large}$ ,  $\text{can}$ ,  $\text{come}$ ,  $\text{go}$ ,  $\text{give}$  or given,  $\text{for}$ ,  $\text{have}$ ,  $\text{thank}$  or thanked,  $\text{think}$ ,  $\text{as}$  or  $\text{has}$ ,  $\text{is}$  or  $\text{his}$ .

LESSON III.  $\text{though}$ ,  $\text{them}$ ,  $\text{was}$ ,  $\text{whose}$ ,  $\text{shall}$ ,  $\text{wish}$ ,  $\text{usual-ly}$ ,  $\text{me}$ ,  $\text{him}$ ,  $\text{in}$  or  $\text{any}$ ,  $\text{own}$ ,  $\text{language}$  or  $\text{owing}$ ,  $\text{thing}$ ,  $\text{young}$ ,  $\text{your}$ ,  $\text{year}$ ,  $\text{we}$ .

LESSON IV.  $\text{are}$ ,  $\text{our}$  or  $\text{hour}$ ,  $\text{that}$ ,  $\text{without}$ ,  $\text{sent}$ ,  $\text{quite}$ ,  $\text{could}$ ,  $\text{most}$ ,  $\text{influence}$ ,  $\text{influenced}$ ,  $\text{next}$ ,  $\text{first}$ ,  $\text{myself}$ ,  $\text{himself}$ .

LESSON V.  $\text{because}$ ,  $\text{itself}$ ,  $\text{those}$ ,  $\text{this}$ ,  $\text{thus}$ ,  $\text{several}$ ,  $\text{themselves}$ ,  $\text{ourselves}$ ,  $\text{influences}$ ,  $\text{anything}$ ,  $\text{something}$ ,  $\text{nothing}$ ,  $\text{as is}$ ,  $\text{is as}$ .

LESSON VI.  $\wedge$  how,  $\overset{\text{L}}{\text{---}}$  why,  $\overset{\text{c}}{\text{---}}$  with,  $\text{c}$  when,  
 $\overset{\text{2}}{\text{---}}$  what,  $\text{,}$  would,  $\overset{\text{^}}{\text{---}}$  beyond,  $\text{^}$  you,  $\text{---}$  acknowledge,  
 $\text{---}$  knowledge,  $\text{---}$  acknowledged,  $\overset{\text{'}}{\text{---}}$  O, Oh *or* owe,  $\text{,}$  he.

LESSON VII.  $\searrow$  special *or* specially,  $\searrow$  speak,  
 $\text{---}$  dollar,  $\text{---}$  dollars,  $\searrow$  establish-ed-ment,  $\searrow$  expect-ed,  
 $\searrow$  unexpected,  $\text{---}$  altogether,  $\text{---}$  together,  $\text{---}$  insur-  
 ance,  $\text{---}$  January,  $\searrow$  February,  $\searrow$  November *or* never,  
 $\text{---}$  yesterday,  $\text{---}$  regular,  $\searrow$  irregular.

LESSON VIII.  $\searrow$  people,  $\searrow$  belief-ve-d,  $\text{---}$  tell,  $\text{---}$  till,  
 $\text{---}$  deliver-ed-y,  $\text{---}$  largely,  $\text{---}$  call,  $\text{---}$  equal-ly,  $\text{---}$  truth,  
 $\text{---}$  doctor,  $\text{---}$  dear,  $\text{---}$  during,  $\searrow$  principal-le-ly,  
 $\searrow$  liberty,  $\searrow$  member *or* remember-ed,  $\searrow$  number-ed,  
 $\text{---}$  larger,  $\text{---}$  care,  $\searrow$  surprise,  $\searrow$  surprised.

LESSON IX.  $\searrow$  over,  $\searrow$  however,  $\searrow$  valuation,  
 $\text{---}$  their *or* there,  $\text{---}$  therefore,  $\searrow$  from,  $\searrow$  very,  $\text{---}$  sure,  
 $\text{---}$  pleasure,  $\text{---}$  more *or* remark-ed,  $\searrow$  remarkable-y,  
 $\searrow$  Mr. *or* mere,  $\text{---}$  nor,  $\searrow$  near.

LESSON X.  $\searrow$  been,  $\text{---}$  general-ly,  $\text{---}$  within,  $\text{---}$  south-  
 ern,  $\text{---}$  northern,  $\searrow$  opinion,  $\searrow$  balance,  $\text{---}$  deliver-  
 ance,  $\text{---}$  signify-ied-ificant,  $\text{---}$  significance,  $\searrow$  behalf,  
 $\text{---}$  advantage,  $\text{---}$  difficult,  $\text{---}$  difficulty.

LESSON XI.    \ public-sh-ed,    \ publication,  
 \ subject-ed,    \ subjective,    \ subjection,    \ signifi-  
 cation,    \ subscribe-d,    \ subscription,    \ inform-ed,  
 \ informer,    \ information,    \ represent-ed,  
 \ representative,    \ representation,    \ satisfaction,  
 \ satisfactory,    \ organization,    \ organize-d,  
 \ generalization,    \ justification,    \ responsible-ility,  
 \ irresponsible-ility,    \ circumstance,    \ circumstances,  
 \ circumstantial.

LESSON XII.    \ important-ce,    \ improve-d-ment,  
 \ impossible,    \ improves-ments,    \ whether,    \ prac-  
 tice-d,    \ practicable,    \ especial-ly,    \ commercial-ly,  
 \ financial-ly,    \ questionable-ly,    \ uniform-ly-ity,  
 \ unanimous-ly,    \ executive,    \ defective,  
 \ republic,    \ republican.





















LESSON XIII.    \ accord-ing or according to,    \ cared,  
 \ guard,    \ great,    \ called,    \ equalled or cold,  
 \ gold,    \ cannot,    \ gentleman,    \ gentlemen,  
 \ particular,    \ opportunity,    \ build-ing,    \ told,  
 \ tried,    \ trade or toward,    \ towards,    \ third,    \ short,  
 \ spirit,    \ hand,    \ under,    \ yard,    \ word,    \ school,  
 \ schooled,    \ immediate,    \ expenditure.












LESSON XVI. / rather or writer, / wonderful-ly,  
 ~ influential-ly, ~ character, ~ characteristic,  
 ~ interest, ~ respect-ed, ~ respectful,  
 > prejudice-d-ial, | advertise-d-ment, L telegram,  
 L telegraphic, > arbitrate, > arbitrary, > arbitration,  
 | discharge-d, ~ certificate.

LESSON XV. \ peculiar-ity, \ probable-ly-ility,  
 | instructive, | instruction, | inconsiderate, † enlarge,  
 † enlarged, † enlargement, ) selfish-ness, ~ inscribe-d,  
 ~ inscription, > production, > reproduction,  
 > objection, ~ introduction, > demonstrate,  
 > demonstration.

LESSON XVI. > nevertheless, † notwithstanding,  
 > perform-ed, > performs-ance, U efficient-ly-cy,  
 U sufficient-ly-cy, | deficient-ly-cy, > proficient-ly-cy,  
 ~ inspect-ed-ion, ~ expensive, | distinguish-ed,  
 > relinquish-ed, ~ appointment, > emergency.

LESSON XVII. \ proportion-ed, \ proportionate-ly,  
 | description, \ capable, L electric, L electrical,  
 L electricity, ~ magnetic-ism, ~ individual-ly,  
 ~ whatever, ~ whenever, > intelligent-ly, > intelligence,  
 > intelligible-ly, ~ investigation, ~ investment,  
 > Parliamentary.

LESSON XVIII.  bankruptcy,  cross-examine-d  
 -ation,  England,  English,  enthusiastic-iasm,  
 familiar-ity,  familiarize,  inconvenient-ce,  
 incorporated,  indispensable-ly,  mortgage-d,  
 neglect-ed,  negligence,  legislative,  
 legislature,  organizer,  preliminary,  
 reform-ed,  universe,  prospectus.

LESSON XIX.  govern-ed,  government,  
 manufacture-d,  manufacturer,  exchange-d,  
 independent-ly-ce,  sensible-ly-ility,  maximum,  
 minimum,  universal,  mechanical-ly.

# GRAMMALOGS

(IN THE LESSONS)

*Arranged alphabetically*

The numbers given before each word indicate the number of the Lesson in which the word occurs.

|                 |       |                 |                   |
|-----------------|-------|-----------------|-------------------|
| <b>A</b>        |       | 13 building     | 7 dollar          |
| 1 a             | ..... | 1 but           | 7 dollars         |
| 13 accord       | ..... |                 | 8 during          |
| 13 according    | ..... | <b>C</b>        |                   |
| 13 according to | ..... | 8 call          | <b>E</b>          |
| 10 advantage    | ..... | 13 called       | 8 equal           |
| 1 all           | ..... | 2 can           | 13 equalled       |
| 1 an            | ..... | 13 cannot       | 8 equally         |
| 1 and           | ..... | 8 care          |                   |
| 3 any           | ..... | 13 cared        | <b>F</b>          |
| 4 are           | ..... | 11 circumstance | 4 first           |
| 2 as            | ..... | 13 cold         | 2 for             |
| 5 as is         | ..... | 2 come          | 9 from            |
| 1 aught         | ..... | 4 could         |                   |
| 1 awe           | ..... |                 | <b>G</b>          |
| <b>B</b>        |       | <b>D</b>        | 10 general        |
| 10 balance      | ..... | 8 dear          | 11 generalization |
| 1 be            | ..... | 8 deliver       | 10 generally      |
| 5 because       | ..... | 10 deliverance  | 13 gentleman      |
| 10 been         | ..... | 8 delivered     | 13 gentlemen      |
| 10 behalf       | ..... | 8 delivery      | 2 give            |
| 8 belief        | ..... | 2 difference    | 2 given           |
| 8 believe       | ..... | 2 different     | 2 go              |
| 8 believed      | ..... | 10 difficult    | 13 gold           |
| 6 beyond        | ..... | 2 do            | 13 great          |
| 13 build        | ..... | 8 doctor        | 13 guard          |





|                |       |                  |           |                 |       |
|----------------|-------|------------------|-----------|-----------------|-------|
| <b>H</b>       |       | 1 it             |           | 6 Oh!           | ..... |
| 2 had          | ..... | 5 itself         | ... ..... | 1 on            | ..... |
| 13 hand        | ..... | <b>J</b>         |           | 10 opinion      | ..... |
| 2 has          | ..... | 11 justification | .....     | 13 opportunity  | ..... |
| 2 have         | ..... | <b>L</b>         |           | 1 ought         | ..... |
| 6 he           | ..... | 3 language       | .....     | 4 our           | ..... |
| 3 him          | ..... | 2 large          | .....     | 5 ourselves     | ..... |
| 4 himself      | ..... | 8 largely        | .....     | 9 over          | ..... |
| 2 his          | ..... | 8 larger         | .....     | 6 owe           | ..... |
| 4 hour         | ..... | 8 liberty        | .....     | 3 owing         | ..... |
| 6 how          | ..... | <b>M</b>         |           | 3 own           | ..... |
| 9 however      | ..... | 3 me             | .....     | <b>P</b>        |       |
| <b>I</b>       |       | 8 member         | .....     | 13 particular   | ..... |
| 12 importance  | ..... | 9 mere           | .....     | 8 people        | ..... |
| 12 important   | ..... | 9 more           | .....     | 9 pleasure      | ..... |
| 12 impossible  | ..... | 4 most           | .....     | 8 principal     | ..... |
| 12 improve     | ..... | 9 Mr.            | .....     | 8 principally   | ..... |
| 12 improved    | ..... | 2 much           | .....     | 8 principle     | ..... |
| 12 improvement | ..... | 4 myself         | .....     | 1 put           | ..... |
| 3 in           | ..... | <b>N</b>         |           | <b>Q</b>        |       |
| 4 influence    | ..... | 9 near           | .....     | 4 quite         | ..... |
| 4 influenced   | ..... | 4 next           | .....     | <b>R</b>        |       |
| 11 information | ..... | 9 nor            | .....     | 14 rather       | ..... |
| 15 inscribe    | ..... | 10 northern      | .....     | 9 remark        | ..... |
| 15 inscribed   | ..... | 8 number         | .....     | 9 remarked      | ..... |
| 15 inscription | ..... | 8 numbered       | .....     | 8 remember      | ..... |
| 15 instruction | ..... | <b>O</b>         |           | 8 remembered    | ..... |
| 15 instructive | ..... | 6 O!             | .....     | <b>S</b>        |       |
| 2 is           | ..... | 1 of             | .....     | 11 satisfaction | ..... |
| 5 is as        | ..... |                  |           | 13 school       | ..... |




|                  |    |              |    |                |     |
|------------------|----|--------------|----|----------------|-----|
| 13 schooled      | e  | 4 that       | ⋯⋯ | V              |     |
| 15 selfish       | 9  | 1 the        | .  | 9 valuation    | ⋯⋯  |
| 15 selfishness   | 9  | 9 their      | )  | 9 very         | ⋯   |
| 4 sent           | ⋯⋯ | 3 them       | (  |                |     |
| 5 several        | e  | 5 themselves | 6  | W              |     |
| 3 shall          | ⋯  | 9 there      | )  | 3 was          | )   |
| 13 short         | ⋯⋯ | 9 therefore  | )  | 3 we           | ✓   |
| 1 should         | ,  | 3 thing      | ⋯  | 6 what         | ⋯⋯  |
| 10 significance  | ⋯⋯ | 2 think      | (  | 6 when         | ,   |
| 10 significant   | ⋯⋯ | 13 third     | )  | 12 whether     | ✓   |
| 11 signification | ⋯⋯ | 5 this       | 6  | 2 which        | /   |
| 10 signified     | ⋯⋯ | 5 those      | 6  | 1 who          | ,   |
| 10 signify       | ⋯⋯ | 3 though     | (  | 3 whose        | ⋯⋯) |
| 10 southern      | e  | 5 thus       | ⋯⋯ | 6 why          | ⋯⋯  |
| 7 speak          | ⋯⋯ | 8 till       | ⋯⋯ | 3 wish         | ⋯⋯) |
| 7 special        | ⋯  | 1 to         | ⋯  | 6 with         | ⋯⋯  |
| 7 specially      | ⋯  | 1 to be      | ⋯⋯ | 10 within      | ⋯⋯  |
| 13 spirit        | ⋯  | 13 told      | ↑  | 4 without      | (   |
| 11 subject       | ⋯  | 1 too        | ,  | 14 wonderful   | ✓   |
| 11 subjected     | ⋯  | 13 toward    | ↑  | 14 wonderfully | ✓   |
| 11 subjection    | ⋯  | 13 towards   | ⋯  | 13 word        | ⋯   |
| 11 subjective    | ⋯  | 13 trade     | ↑  | 6 would        | ,   |
| 9 sure           | ⋯⋯ | 13 tried     | ↑  | 14 writer      | ✓   |
| 8 surprise       | ⋯⋯ | 8 truth      | ↑  |                |     |
| 8 surprised      | ⋯⋯ | 1 two        | ⋯  | Y              |     |
|                  |    |              |    | 13 yard        | ⋯⋯  |
|                  |    |              |    | 3 year         | ⋯⋯  |
| T                |    | U            |    | 6 you          | ,   |
| 8 tell           | ↑  | 13 under     | ⋯  | 3 young        | ⋯⋯  |
| 2 thank          | (  | 3 usual      | ⋯  | 3 your         | ⋯⋯  |
| 2 thanked        | ⋯⋯ | 3 usually    | ⋯  |                |     |

# CONTRACTIONS














(IN THE LESSONS)

*Arranged alphabetically*

These lists of Contractions do not contain all of the words which may be contracted in accordance with the directions given in Lesson XX of the *New Era Course*. A few examples of such words are given, however, as a reminder to the student of the rules for contracting similar words. [A prefix or a suffix may be attached to a contracted form; as  *productive*,  *reproductive*;

 *respect*,  *respectful*,  *disrespectful*.]


## A








- 6 acknowledge 
- 6 acknowledged 
- 20 administrate 
- 20 administration 
- 20 administrative 
- 14 advertise-d-ment 
- 7 altogether 
- 5 anything 
- 16 appointment 
- 14 arbitrary 
- 14 arbitrate 
- 14 arbitration 
- 20 assignment 

## B











- 18 bankruptcy 

## C




















- 17 capable 

- 14 certificate 
- 14 character 
- 14 characteristic 
- 11 circumstantial 
- 12 commercial-ly 
- 20 contingency 
- 18 cross-examine-d-ation 





## D

- 20 danger 
- 12 defective 
- 16 deficient-ly-cy 
- 15 demonstrate 
- 15 demonstration 
- 17 description 
- 20 destruction 
- 10 difficulty 
- 14 discharge-d 
- 16 distinguish-ed 



**E**

16 efficient-ly-cy        
 17 electric                
 17 electrical              
 17 electricity             
 16 emergency             
 18 England                
 18 English                 
 15 enlarge                
 15 enlarged               
 15 enlargement           
 20 entertainment         
 18 enthusiastic-iasm     
 12 especial-ly            
 7 establish-ed-ment     
 19 exchange-d            
 12 executive              
 7 expect-ed               
 13 expenditure           
 16 expensive            



**F**



















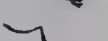
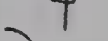

18 familiar-ity           
 18 familiarize            
 7 February               
 12 financial-ly         

**G**

19 govern-ed             
 19 government          

**I**


13 immediate            
 20 imperfect-ion-ly   

15 inconsiderate        
 18 inconvenient-ce      
 18 incorporated        
 19 independent-ly-ce   
 18 indispensable-ly     
 17 individual-ly        
 14 influential-ly        
 11 inform-ed            
 11 informer             
 16 inspect-ed-ion       
 7 insurance             
 17 intelligence         
 17 intelligent-ly       
 17 intelligible-ly       
 14 interest             
 15 introduction         
 17 investigation        
 17 investment           
 7 irregular             
 20 irrespective         
 11 irresponsible-ility 



**J**

7 January              



**K**


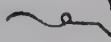




6 knowledge          

**L**






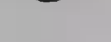

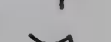
18 legislative            
 18 legislature         

**M**








17 magnetic-ism        
 19 manufacture-d     

19 manufacturer   
 20 manuscript   
 19 maximum   
 19 mechanical-ly   
 19 minimum   
 18 mortgage-d 








**N**














18 neglect-ed   
 18 negligence   
 7 never   
 16 nevertheless   
 6 New York   
 5 nothing   
 16 notwithstanding   
 7 November 

**O**


20 object-ed   
 15 objection   
 20 objective   
 20 obstruction   
 11 organization   
 11 organize-d   
 18 organizer 

**P**






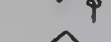









17 parliamentary   
 20 passenger   
 15 peculiar-ity   
 16 perform-ed   
 16 performs-ance   
 12 practicable   
 12 practice-d 




















14 prejudice-d-ial-ly   
 18 preliminary   
 15 probable-ly-ility   
 15 production   
 20 productive   
 16 proficient-ly-cy   
 17 proportion-ed   
 17 proportionate-ly   
 20 prospect   
 18 prospectus   
 11 public   
 11 publication   
 11 publish-ed 

**Q**

12 questionable-ly 

**R**

18 reform-ed   
 7 regular   
 16 relinquish-ed   
 9 remarkable-ly   
 20 remonstrate   
 11 represent-ed   
 11 representation   
 11 representative   
 15 reproduction   
 12 republic   
 12 republican   
 14 respect-ed   
 14 respectful   
 20 respective   
 11 responsible-ility 

| S  |                   |                                                                                   | U  |                |                                                                                     |
|----|-------------------|-----------------------------------------------------------------------------------|----|----------------|-------------------------------------------------------------------------------------|
| 11 | satisfactory      |  | 12 | unanimous-ly   |  |
| 19 | sensible-ly-ility |  | 7  | unexpected     |  |
| 5  | something         |  | 12 | uniform-ly-ity |  |
| 11 | subscribe-d       |  | 19 | universal      |  |
| 11 | subscription      |  | 18 | universe       |  |
| 16 | sufficient-ly-cy  |  | 5  | United States  |  |
| 20 | suspect-ed        |  | W  |                |                                                                                     |
| T  |                   |                                                                                   | 17 | whatever       |  |
| 14 | telegram          |  | 17 | whenever       |  |
| 14 | telegraphic       |  | Y  |                |                                                                                     |
| 7  | together          |  | 7  | yesterday      |  |



## ADDITIONAL CONTRACTIONS

**A**

abandonment  
 abstraction  
 abstractive  
 administrator  
 administratrix  
 amalgamate  
 amalgamation  
 arbitrator  
 attainment

**C**

contentment

**D**

dangerous  
 democracy-atic  
 denomination-al  
 destructive  
 destructively

**E**

enlarger  
 enlightenment  
 everything  
 executor  
 expediency  
 extinguish-ed

**F**

falsification  
 familiarization

**I**

identical  
 identification  
 imperturbable  
 irrecoverable-ly  
 irremovable-ly  
 irrespectively

**M**

marconigram  
 mathematical-ly  
 mathematician  
 mathematics  
 messenger  
 metropolitan  
 ministration  
 ministry  
 misfortune

**O**

obstructive

**P**

performer  
 perpendicular  
 perspective  
 project-ed  
 prospective  
 publisher

**R**

recoverable  
 reformer  
 remonstrance  
 remonstrant  
 removable  
 respectively

**S**



stranger  
 substantial-ly  
 sympathetic

**U**

unanimity  
 university  
 unprincipled


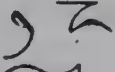


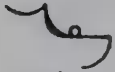

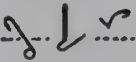

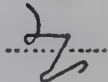
# FIFTY CITIES AND TOWNS OF CANADA

*Arranged alphabetically*

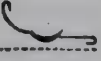




|                            |                                                                                     |                       |                                                                                       |
|----------------------------|-------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------|
| Belleville (Ont.)          |    | Ottawa (Ont.)         |    |
| Brandon (Man.)             |    | Peterboro' (Ont.)     |    |
| Brantford (Ont.)           |    | Port Arthur<br>(Ont.) |    |
| Calgary (Alta.)            |    | Prince Albert (Sask.) |    |
| Charlottetown (P.E.I.)     |    | Quebec (Que.)         |    |
| Chatham (Ont.)             |    | Regina (Sask.)        |    |
| Dawson (Yukon)             |    | Rossland (B. C.)      |    |
| Edmonton (Alta.)           |    | St. Catharines (Ont.) |    |
| Fort William (Ont.)        |    | St. Henri (Que.)      |    |
| Fredericton (N. B.)        |    | St. Hyacinthe (Que.)  |   |
| Guelph (Ont.)              |   | St. John (N. B.)      |  |
| Halifax (N. S.)            |  | St. Thomas (Ont.)     |  |
| Hamilton (Ont.)            |  | Sarnia (Ont.)         |  |
| Hull (Que.)                |  | Saskatoon (Sask.)     |  |
| Kingston (Ont.)            |  | Sherbrooke (Que.)     |  |
| Lethbridge (Alta.)         |  | Stratford (Ont.)      |  |
| London (Ont.)              |  | Strathcona (Alta.)    |  |
| Medicine Hat (Alta.)       |  | Sydney (N. S.)        |  |
| Moncton (N. B.)            |  | Three Rivers (Que.)   |  |
| Montreal (Que.)            |  | Toronto (Ont.)        |  |
| Moose Jaw (Sask.)          |  | Vancouver (B. C.)     |  |
| Nanaimo (B. C.)            |  | Victoria (B. C.)      |  |
| Nelson (B. C.)             |  | Windsor (Ont.)        |  |
| New Westminster<br>(B. C.) |  | Winnipeg (Man.)       |  |
| Niagara Falls (Ont.)       |  | Woodstock (Ont.)      |  |

# PROVINCES AND DISTRICTS OF CANADA

## PROVINCES

|                                 |                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------|
| Alberta (Alta.)                 |    |
| British Columbia (B. C.)        |    |
| Manitoba (Man.)                 |    |
| New Brunswick (N. B.)           |    |
| Nova Scotia (N. S.)             |    |
| Ontario (Ont.)                  |    |
| Prince Edward Island (P. E. I.) |   |
| Quebec (Que.)                   |  |
| Saskatchewan (Sask.)            |  |

## DISTRICTS

|           |                                                                                     |          |                                                                                      |
|-----------|-------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------|
| Franklin  |  | Kéewatin |   |
| Mackenzie |  | Ungava   |  |
| Yukon     |  |          |                                                                                      |

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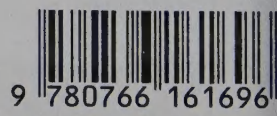








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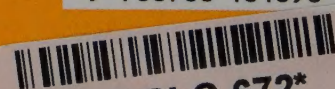
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